

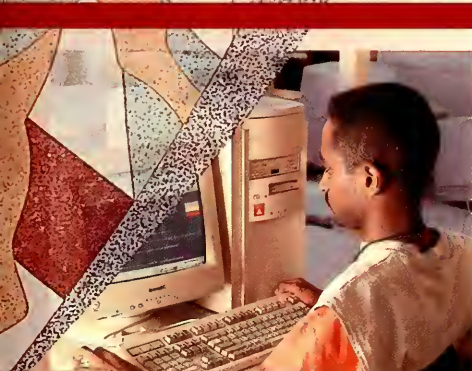
ORIGINAL

Shaw University

STRIDES TO EXCELLENCE: WHY NOT THE BEST? STRIDES TO EXCELLENCE:



WHY NOT THE BEST? STRIDES TO EXCELLENCE:



WHY NOT THE BEST?



Catalog 1998-2002

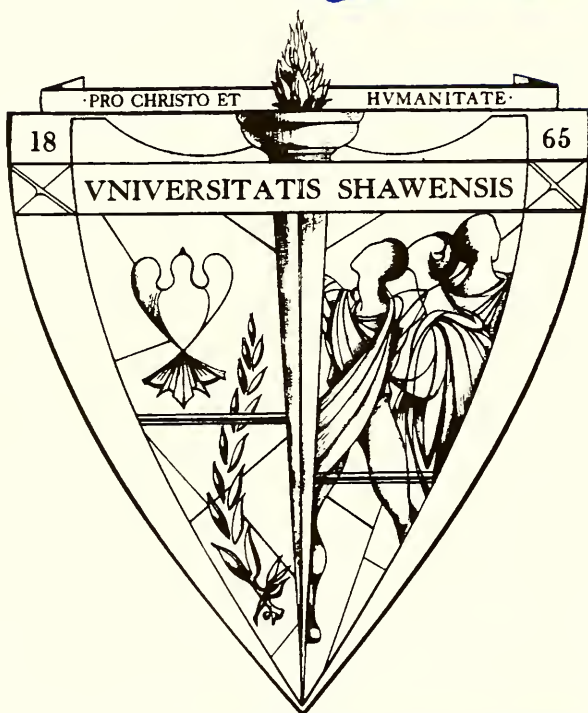


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SHAW UNIVERSITY

The 1998 - 2002 Catalog

ORIGINAL



SHAW UNIVERSITY ARCHIVES

“Strides to Excellence: Why Not The Best?”

Nondiscriminatory Policy Shaw University, in compliance with civil legislation, hereby asserts that it does not discriminate on the basis of race, color, national origin, religion, creed, sex, age, or handicap in its recruitment of and acceptance of students and in employment or educational programs and activities.

ORIGINAL

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THE PRESIDENT'S MESSAGE

One hundred thirty-three years ago, in 1865, Shaw University formulated and enacted its mission to train and teach freedmen to read the Bible and to preach the Gospel. Embodied in the initial mission of the University, "Pro Christo et Humanitate," were the intangible R's: Respect for God, Respect for Self, Respect for Family, and Respect for Knowledge. Shaw University

continues to stress, through its mission statement, the worth and the value of humanity, and the importance of a relationship with Christ for the development of a well-rounded individual.

Building on this tradition, Shaw has evolved as a strong liberal arts University committed unalterably to "excellence" and the "best" from a holistic perspective involving mental, physical and spiritual development. This further amplification and added dimension to the school's mission and saga is expressed as our contemporary aim: "Strides to Excellence: "Why Not The Best?"



Talbert. O. Shaw, Ph.D.
12th President
Shaw University

As we prepare institutionally for the new millennium, Shaw University is continuing to strengthen its liberal arts tradition. We proudly proclaim the effective achievement of this goal with focused attention on computer technologies, the infusion of ethics and values throughout the curriculum and co-curricula activities, the intentional extension of mission beyond the confines of the residential University community, and the effective delivery of our specified education program through the Center for Alternative Programs in Education (CAPE). The University's highly qualified, committed faculty; student-centered staff and administrative personnel, ample learning resources, and student support services facilitate both learning and teaching, while strengthening, simultaneously, critical thinking activities in preparing our students for success in a global environment.

*Talbert O. Shaw
President, Shaw University*

GENERAL INFORMATION

ACCREDITATION

Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and the Association of Theological Schools to award the associate degree, bachelor of arts and science degrees, and graduate degree. See the Shaw University Divinity School Catalog.

AFFILIATIONS AND MEMBERSHIPS

Southern Association of Colleges and Schools
Association of Theological Schools
North Carolina Department of Public Instruction
Association of American Colleges
National Council for Accreditation of Teacher Education
American Council on Education
National Association of Colleges and Universities
North Carolina Association of Colleges and Universities
National Association of Independent Colleges and Universities
National Alliance of Business College/Business Cluster Programs
North Carolina Association of Independent Colleges and Universities
The College Fund/UNCF, Incorporated
Council for the Advancement and Support of Education
Cooperating Raleigh Colleges
National Association of Student Financial Aid Administrators
Southern Association of Student Financial Aid Administrators
North Carolina Association of Student Financial Aid Administrators
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
Southern Association of College and University Business Officers
National Association for the Exchange of Industrial Resources
Greater Raleigh Chamber of Commerce
The College Board
Council for Advisory/Support of Education
The Carolinas Association of Collegiate Registrars and Admissions Officers
National Association of College Deans, Registrars and Admissions Officers
National Association for Foreign Student Affairs
American-Mideast Educational and Training Services, Inc.
Central Intercollegiate Athletic Association
National Collegiate Athletic Association
The Association of Higher Education Facilities Managers

INSTITUTIONAL MISSION STATEMENT

Shaw University is a small, private, coeducational institution founded in 1865. It awards the associate of arts, bachelor of arts, bachelor of science and Masters degrees (see graduate catalog). The University is church-related, having remained affiliated with the Baptist church throughout its history. The institution is committed to providing educational opportunities for all segments of our society without regard to race, creed, or ethnic origin. However, historically, it has maintained a special interest in the education of minorities who have been traditionally excluded from the mainstream of American education. The University actively recruits diverse students with academic potential who otherwise might not have the opportunity to attend college.

The Board of Trustees, administration, and faculty believe that it is possible and desirable to be liberally educated for the world of work. Thus, the University provides students with a general education base in the humanities, arts, and sciences, upon which students build a major academic program in a discipline offered in one of 13 Academic Departments. With their liberal arts backgrounds and major concentrations, students are prepared to enter the world of work upon graduation or to continue their studies in graduate or professional school.

Shaw has traditionally provided a comprehensive campus support system for all of its students. Central to this system is a faculty that has the appropriate credentials and experience for serving the student body. This support system also includes financial, academic, cultural, and counseling services; a well-equipped and professionally staffed library that supports the academic programs; a variety of student activities that promote student development; and a secure, healthy living/learning environment. Through this support system, students are enabled to experience academic success in college and to earn their degrees.

The University's mission of expanding educational opportunities for students results in innovative approaches to the educational enterprise. Through its Center for Alternative Programs of Education (CAPE), the University takes some of its academic majors to nine (9) extramural sites in North Carolina at Ahoskie, Asheville, Durham, Fayetteville, High Point, Kannapolis, Raleigh, Rocky Mount and Wilmington. Students enrolled at these sites are usually older than the traditional college student, and most of them are already employed. Graduation from the University provides them with a means of enhancing their personal development and professional mobility.

Academic programs at the University are added or deleted in response to student need/demand, changing demographics/world situations, or scientific/technological innovations. With each new academic program, students are afforded expanded opportunities to experience higher education and greater success.

Ultimately, the mission of Shaw University is the graduation of students with certain demonstrated competencies. These competencies include a basic knowledge of the liberal arts and sciences; analytical, cognitive, communicate, and quantitative skills; an understanding of self and a broad knowledge of the world; and awareness of and commitment to values; and possession of the specialized or technological knowledge and skills necessary for economic or professional success.

INSTITUTIONAL GOALS STATEMENT

To attain the outcomes identified in the mission statement, the University has set the following goals for the 1998 to 2002 period:

- 1** Improvement of academic instruction and curriculum with an emphasis on ensuring the acquisition of stated competencies;
- 2** Expansion of academic programs, including the graduate level, to address technological, scientific, and societal demands;
- 3** Growth of student support, including orientation, counseling, advisement, testing, placement, tutoring, library and bookstore resources, financial aid, record-keeping, computer services, field experiences, and training labs, e.g., teacher education, business, wellness, ethics & values, etc.;
- 4** Enhancement of activities and services designed to improve student life and development, including life-long learning opportunities;
- 5** Expansion of faculty development and the percentage of faculty with terminal degrees to 80 through recruitment and the continuation of policies that encourage present faculty to pursue terminal degrees;
- 6** Growth of student enrollment, including an increase in student diversity;
- 7** Expansion of University access and student retention;
- 8** Upgrade of University facilities;
- 9** Increase financial resources to ensure institutional viability and growth;
- 10** Improvement of the management of University budgets, including accountability;
- 11** Maintenance of an integrated system of planning, management, and evaluation to improve all major operations at the University and to ensure institutional effectiveness; and
- 12** Incorporation of a comprehensive focus on ethics and values.

HISTORICAL PERSPECTIVE

On December 1, 1865, when Henry Martin Tupper undertook the organization of a theology class as a means of teaching Freedmen to read and interpret the Bible, no one envisioned the end result of this being the

establishment of a university. Rapid growth in the size of this class led to the purchase of land in 1866 for the purpose of erecting a building to serve as both church and school. The school was named the “Raleigh Institute,” and it functioned as such until 1870, when it was supplanted by the “Shaw Collegiate Institute.” In 1875, it was incorporated as the “Shaw University,” which name it still bears, with the charter specifying that students were to be admitted without regard to race, creed, or sex. The school does not bear the name of its founder but of Elijah Shaw, the benefactor who provided funds for the first building, Shaw Hall, erected in 1871.

The coeducational emphasis of the institution was noted with the erection of the Estey Seminary (1873), the first dormitory in the United States for “Black Women.” Named for its primary benefactor, Jacob Estey, the building was used as a residence hall for women until 1968 and for men from 1968 to 1970. The building is listed in the National Register of Historic Places and now serves as a cultural center for the Raleigh community.

The University graduated its first college class in 1878, its first class of medical doctors in 1886, awarded its first law degree in 1890, and its first pharmacy degree in 1893. In 1909, the Normal Department was supplanted by an Education Department, and in 1910, the Preparatory Department became a four-year academy. The professional schools were closed in 1918, but the college, theological department, and academy were continued, the latter existing until 1926. The theological department became a theological seminary in 1933, and continued as part of the University until 1976, when it became an independent institution. Since 1921, Shaw has functioned primarily as a liberal arts college, although it has retained its name as a university.

In 1931, the University elected its first Black president, Dr. William Stuart Nelson, who was president from 1931 to 1936. In 1963, the University elected its first president who is an alumnus of the school, Dr. James E. Cheek. He remained president from December, 1963 through June, 1969. Dr. Talbert O. Shaw, the current President of Shaw University, has led the institution in its “strides to excellence” since 1987. He and Shaw University were the subject of a March, 1994 cover article in *The Chronicle of Higher Education*, this country’s most important journal on colleges and universities. The article focuses on the University’s recent history, remarking on the great strides it has made and the momentum it has developed.

ETHICS AND VALUES: SHAW UNIVERSITY'S NEW ACADEMIC THRUST

(The following 1993 essay published by President Talbert O. Shaw gives insight into Shaw University as an institution that honors tradition in innovative ways.)

Free, functioning, and orderly societies, generally, are held together by commonly accepted values, designed for the good of individuals as well as the community. In these societies, value-laden themes prevail such as justice, discipline, honesty, courage, responsibility, pursuit of excellence, truth, respect for life and limb, and concern for others.

When its traditional value system breaks down, a society becomes chaotic, unable to function, and creates a “numbness” of social conscience resulting in a loss of personal integrity and concern for each other. Social problems emerge producing numerous patterns of antisocial behavior. This chaotic state generally develops when crucial social institution — the family, church, and academic institution — fail in preserving the best of their moral traditions. In other words, when society forgets its once great ideals, and separates from its traditional values, decline and decay seem unavoidable.

Such conditions create a crisis of belief accompanied by social conflicts and lack of respect for accepted norms. The documented breakdown of morality in American society testifies to a crisis of belief regarding what is good, right, or appropriate. There is a clear lack of agreement regarding what is better or worse in human conduct. Doubt, turmoil, and despair abound.

Who does not (except the few beneficiaries) condemn the recent S & L embezzlement of hardworking Americans' savings? Who does not despair at the drug-ridden culture that is enveloping us all? Who does not bemoan the tragic loss of respect for life and limb? Where is there significant social concern for the welfare of our children? Why do numerous Americans live without adequate health care caused by escalating costs in the richest country on the globe with the best trained doctors and the most highly equipped medical facilities? Why do racism and prejudice continue to influence the delivery of justice in the treatment of ethnic minorities?

Again, a number of our leading institution — whether economic, political, scientific, religious, or educational — must share the responsibility for this crisis in belief and values. America has returned to the worst of its past, the rugged frontier individualism where every individual represented a barrier of personal gains, and the gun was the ultimate symbol of authority.

Universities and colleges must shoulder a significant part of the burden for the present crisis in values. The ultimate goal of education is the development of character which will enable citizens to function productively and morally in pursuit of the common good. As inheritors of the classical tradition, we have

forgotten or abandoned Aristotle's ideal of the good citizen, that political animal habituated to be ethical. And one becomes ethical by behaving ethically. Virtue is acquired by practicing virtuous behavior.

I contend that American universities and colleges have contributed significantly to the crisis of values and the breakdown of personal and social morality. Perhaps contributing to this is the overwhelming academic emphasis on science and technology and the minimizing of the humanities. Federal funding of science which is significantly higher than support of the humanities reinforces this contention. And, of course, this under-emphasis of the humanities moves from the university into public life, often lacking social concern and deeply committed to selfish ends.

The rapidly changing American culture further intensifies this crisis, for confusion increases when change takes place without a guiding vision or ideal. Curricular changes in educational institutions over the past century have replaced value studies and humanities courses with those largely of a vocational or professional/practical nature.

Accordingly, studies in moral philosophy have disappeared. Warren Bryan Martin in an essay, "History, Morality and the Modern University," states that the university cannot function any more than society without history and morality. He further states that whereas, earlier, the chapel and the library symbolized the essential point on which the university turned, such as the spiritual and the intellectual, "now on most campuses, the chapel seems to be more like a burnt-out volcano. It may once have been at the center, full of light and heat if not fire and smoke."

Consequently, a steady stream of graduates departs our universities technically sophisticated, but devoid of any real concern for traditional values, of individual and moral responsibility, of caring for others, of honor and integrity, of tolerance and mutual respect, of individual fulfillment within a framework of shared values. (Martin)

Shaw University is committed to correct this moral void. We will do so with a values agenda, a curriculum with value-laden themes, themes which focus on developing the whole student. It will be a curriculum designed to cultivate the intellectual, spiritual, and the practical potentials of students. Society needs inner-directed souls who are able to draw on the best in human nature to shape a world in quest of the common good. Already, our world is full of outer-directed leaders, technocrats largely lacking the sensitivity of and the commitment to commonly accepted norms necessary for a just society.

Shaw University's present curriculum contains framework for its new thrust in teaching ethics and values. Every Shaw student earns credits from a liberal arts core including courses in the humanities, the social and natural sciences,

the arts, and, of course, in his/her major discipline. The new academic thrust, for which Shaw intends to be unique in the academic world, involves the infusion of ethics and values courses through the curriculum. Thus, freshmen, sophomores, juniors, and seniors will take courses on values during their entire academic life at Shaw University. Students who want to study ethics within a liberal arts framework will come to Shaw where fact and value combine, where theory and practice come together, where the relationship between classroom and the world of work is made clear.

Within this framework, ethical insights from the performing and visual arts will be consciously utilized and emphasized, for the arts tend to be a sensitive indicator of the prevailing characteristics of an age, and the restless movement of the human spirit. Throughout recorded history, from the sad compassion of oriental art, through the ages of Greek mythology, Hebrew symbolisms, Afro-centric realism, medieval romanticism, and modern impressionism, great literature and drama have distinguished between good and evil, right and wrong, beauty and ugliness. Art, through dance, paintings, sculpture, and mystical symbolisms, portrays the confusion and conflicts of the day. The artist does not only portray what is, but as a philosopher, envisions what ought to be.

Shaw University will implement this new academic thrust by educating students to be leaders, mentally sophisticated, spiritually sensitive, and morally committed to help build a better world, where (utilizing a biblical metaphor) the lion and the lamb can lie down together, where there is unity in diversity, and the strong and the weak share the common good. Such an ideal is achieved only by unwavering character, and the ultimate aim of education is the development of character.

*Talbert O. Shaw, Ph.D.
The 12th President
Shaw University*

ADMISSIONS

Requirements for admission to Shaw University are established by the faculty and reviewed by the administration, with minimum standards subject to the approval of the Board of Trustees or its Executive Committee. The minimum standards are as follows:

- 1 a high school diploma or General Education Development (GED) certificate;
- 2 the following distribution of high school units:

English	3 units
Mathematics	2 units
Natural Sciences	2 units
Social Sciences	2 units
Electives*	9 units
- 3 and a minimum of a 2.0 grade point average overall, unless recommendations or other evidence indicate the student’s college potential.

**Electives should be in English, foreign languages, mathematics, natural sciences, or social sciences.*

However, applicants may have to meet standards above the minimum for actual admission to the University. The University administration and faculty, which have jurisdiction over the admissions process, require that the Office of Admissions and Recruitment consider such factors as an applicant’s grades or GED test scores, class rank, standardized test scores, pattern of courses completed, educational objectives, school and personal recommendations, record of past conduct, or personal records when making its admissions decisions. SAT and ACT test results are required for placement and academic advisement purposes. Entering freshmen who have not taken either of these tests will be required to do so during their first semester of enrollment.

Persons who seek admission to the University must submit the following:

- 1 Shaw University application;
- 2 nonrefundable application fee of \$25 by check or money order;
- 3 Shaw Medical Form, including physician’s signature;*
- 4 current immunization record;*
- 5 residency application;
- 6 Free Application for Federal Student Aid (FAFSA);
- 7 official copy of high school transcript or GED certificate;
- 8 official copies of transcripts from all institutions attended after high school (transfer students only); and
- 9 recommendation form.

Necessary forms can be obtained by writing to the Admissions Office, Shaw University, 118 East South Street, Raleigh, NC 27601. Admissions materials should be sent to the same address.

Admission to the University is contingent upon the University's verifying the applicant's graduation from high school and receiving transcripts showing the applicant's satisfactory performance in any courses completed after applying for admission. Submission of false, distorted, or incomplete statements on or with the admissions application or submission of fraudulent residence affidavits may result in denial of classes, loss of tuition and fees paid, exclusion or dismissal, and/or loss of future registration privileges.

Each year Shaw University admits a limited number of students who may not fully meet the institution's regular admissions criteria but whose overall profile suggests academic promise.

**Applicants who wish to enroll in the Center for Alternative Programs of Education (CAPE) are not required to submit medical items.*

EARLY ADMISSION

Early admission as full-time college freshmen may be granted to high school juniors who meet the following criteria:

- 1 enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative grade point average (GPA) of 3.5 in academic subjects or enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative GPA of 3.5 and a minimum cumulative GPA of 3.0 in academic subjects. Note: The following are considered academic subjects: college-preparatory, English, algebra, geometry, algebra/trigonometry, biology, chemistry, physical science (with at least one laboratory), social science, and humanities.
- 2 submission of letters of recommendation from a counselor and two teachers addressing academic and social maturity.
- 3 submission of a letter from the principal acknowledging recognition of early admission in lieu of the senior year.
- 4 submission of a letter to approval from the parents/guardians. Students enrolled under the early admissions policy are required to submit the same documents as regular admits. However, all documents and letters must be received before admission can be granted. These include the final transcript after completion of the junior year. Notification will not be given until after July 1, immediately preceding the fall entry date.

INTERNATIONAL STUDENT ADMISSION

All prospective international students must make application to the Admissions Office. The following forms must be returned in a timely manner;

- 1 International Student Application (\$40.00 Fee);
- 2 High School and College Transcripts;
- 3 Notarized Affidavit of Financial Support;
- 4 Housing Reservation Card;
- 5 Student Data Form;
- 6 Medical Form;
- 7 Immunization Records;
- 8 College Work-Study Application;
- 9 Conduct Code Form;
- 10 Residency Affidavit; and
- 11 Acceptance Form.

The enrollment of international students is not complete until all of the above are returned.

Foreign students who are issued an I-20 document by Shaw University must report to the University within the time specified.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to the Teacher Education Program is distinct from admission to the University. Students planning to pursue a teacher preparation program at Shaw University must meet certain specified admissions criteria — and, be formally admitted to — the Teacher Education program. In addition to regular, degree-seeking students, the Teacher Education Department also formally admits “certification-only students,” i.e., those who are adding on a certificate or those who already hold a degree and are seeking initial certification. For admissions to the Teacher Education program, students must contact the Chairperson of the Education Department. The specific admission requirements for Teacher Education Programs are specified under The Education Department Section of this catalog.

READMISSION

Any student who has previously attended Shaw University but was not in attendance during the prior semester or who withdrew from the University before completing the prior semester is required to file an application for readmission with the Office of Admissions.

In cases where an applicant was granted admission but found it impracticable or impossible to attend, the applicant need only write a letter giving the date desired to report for registration to the Office of Admissions and request reinstatement of the application.

A student who has been academically dismissed from the University may reapply after one full semester. A student who formally withdrew may apply for readmission prior to the beginning of the next scheduled semester or summer session.

THE CENTER FOR ALTERNATIVE PROGRAMS OF EDUCATION (CAPE)

CAPE means:

C - enter
for
A - lternative
P - rograms
of
E - ducation

The University delivers its educational program beyond the confines of the residential college community through nine (9) extramural sites in North Carolina at:

- | | | |
|--------------|-----------------|----------------|
| 1. Ahoskie | 4. Fayetteville | 7. Rocky Mount |
| 2. Asheville | 5. High Point | 8. Wilmington |
| 3. Durham | 6. Kannapolis | |

The Shaw University CAPE Center at Raleigh, the ninth site, is housed on the Shaw University Campus proper.

CAPE is planned and delivered as a response to the current needs of potential students for whom many existing traditional undergraduate programs are too limited, too prescribed, inflexible, and unadaptable to the life conditions of mature working adults. It provides innovative educational delivery systems for many self-directed, highly motivated persons who are otherwise unable to attend institutions of higher education. CAPE is designed specifically for the mature learner who has demonstrated a deep interest, strong desire, and clear vocational choice and who has expressed a need to participate in an alternative form of education. It offers educational opportunities to those who, because of job or family situations, military service obligations, or unsatisfactory choices of offerings, have been unable to attend institutions of higher education.

Through CAPE, the faculty affords students a unique opportunity to participate in a process of learning that goes beyond the traditions of a sharply circumscribed campus and calendar; students are able to earn credit as they learn through such instructional modes as independent study, internships, seminars, life experiences, and regular classes at The University.

TRANSFER POLICY

Transfer applicants are required to provide to the Office of Admissions any transcripts of credits earned from all postsecondary schools. All transcripts must be signed by the authorized official.

It is the student's responsibility to request that all transcripts and other records be forwarded to the Office of Admissions. Copies of all postsecondary transcripts should be received prior to enrollment. Transcripts received after midsemester of the first semester of enrollment may not be processed for advanced standing. Students who are already matriculating at this University should have their transcripts sent directly to the Office of Records and Registration. Transferred credits accepted, for credit toward a degree, must be completed at an institution, accredited as degree-granting by a postsecondary regional accrediting commission, at the time the course work was completed. Exceptions may be allowed at the discretion of the University. Transfer credit is given only for courses in which the student earned a final grade of "C" or above. To earn a Shaw degree, students transferring from accredited junior and senior colleges are required to complete successfully at least 30 semester hours or one academic year of study at Shaw University. Students transferring from a two-year institution are required to complete at least 30 semester hours for the associate degree and at least 50 semester hours for the baccalaureate degree at Shaw University. Students may transfer no more than 70 credit hours. Students transferring from a senior college are required to complete at least 30 semester hours. They may transfer in no more than 90 credit hours.

TRANSFER CREDITS FOR CURRENT SHAW STUDENTS

For a currently enrolled Shaw student to pursue courses of any type at another institution, for transfer credit towards a Shaw degree, the student must obtain in advance of registration for such course(s), written approval from his or her advisor, Department Chair, and the Vice President for Academic Affairs. Credits are processed and entered on the student's transcript showing course names, descriptive titles, and credit hours per course. Grades are not transferable and are not recorded nor computed in the student's grade point average (GPA).

Shaw University is a member of a five Cooperating Raleigh Colleges (CRC) consortium. This membership includes Meredith College, Peace College, Saint Augustine's College and North Carolina State University, through which the use of their respective facilities is coordinated. Each semester students in approved programs leading to degrees in any one of these institutions have the opportunity to select and register for courses from the combined courses offered at these schools, provided the course is not offered at their home institution. This privilege is subject to the regulations of the school in which the student is currently enrolled. Even though credits earned in the CRC program are not considered to be transfer credits, written permission, on forms provided is required in all cases prior to registration at a CRC institution. CRC course credits are recorded and computed the same as courses pursued at Shaw University.

1998-1999 EXPENSE SHEET

(FEES ARE SUBJECT TO CHANGE)

Description	Amount per session
Full-Time Tuition (12 to 17 hrs.)	\$ 3,015.00
*Per Semester-Hour Charge	\$ 251.00
Room Fee	\$ 846.00
Board Fee	\$ 1,241.00
Administrative Fee	\$ 129.00
Insurance Fee	\$ 103.00
Damage Fee (Refundable)	\$ 100.00
Key Deposit Fee (Refundable)	\$ 20.00
Room Deposit	\$ 100.00
Graduation Fee	\$ 75.00
Student Teaching Fee	\$ 110.00
Special Tuition - Applied Music	\$ 25.00
Special Tuition - Bowling	\$ 16.00
Special Tuition - Swimming	\$ 40.00
Drop Fee	\$ 6.00
Add Fee	\$ 6.00
Delayed/Delinquent Exam Fee	\$ 40.00
Duplicate I.D.	\$ 10.00
Penalty Fee for Failure to Register	\$ 25.00
Late Registration Fee: First Day	\$ 30.00
Each Subsequent Day	\$ 6.00

**Additional charges for hours taken over 17*

Payments can be made by VISA, MasterCard, money order, cashier's or certified check made payable to Shaw University. **Full payment is due at the time of the transaction.**

Students enrolled in biology, military science, art and other courses may be assessed an additional fee to cover the cost of materials, individual instruction and equipment required for the course. The amount of the supplementary fee for a specific course is listed in this catalog in the description of the course.

Fees for dropping/adding/withdrawal of courses, late registration, delayed/delinquent exams and duplicate I.D. cards must be paid at the time of the transaction. These charges will not be added to the student's account.

Books cost approximately \$350.00 per semester (for a full-time student). **Payment for books must be in cash at the time of purchase.** All students living on campus will be charged a telephone fee of \$100.00 and a mailbox fee of \$12.50 per semester. **These must be an advance cash payments.**

Total Cost Per Semester

On Campus	\$ 5,334.00
Off Campus	\$ 3,247.00
Off Campus (CAPE)	\$ 3,144.00

Total Cost Per Year

On Campus	\$10,668.00
Off Campus	\$ 6,494.00
Off Campus (CAPE)	\$ 6,288.00

The above fees are subject to change.



1999 - 2000 EXPENSE SHEET

(FEES ARE SUBJECT TO CHANGE)

Description	Amount per session
Full-Time Tuition (12 to 17 hrs.)	\$ 3,136.00
*Per Semester-Hour Charge	\$ 261.00
Room Fee	\$ 880.00
Board Fee	\$ 1,291.00
Administrative Fee	\$ 134.00
Insurance Fee	\$ 107.00
Damage Fee (Refundable)	\$ 100.00
Key Deposit Fee (Refundable)	\$ 20.00
Graduation Fee	\$ 75.00
Technology Fee	\$ 100.00
Student Teaching Fee	\$ 110.00
Special Tuition - Applied Music	\$ 25.00
Special Tuition - Bowling	\$ 16.00
Special Tuition - Swimming	\$ 40.00
Drop Fee	\$ 6.00
Add Fee	\$ 6.00
Duplicate I.D. Card	\$ 10.00
Late Penalty Fee	\$ 25.00
Late Registration Fee: First Day	\$ 30.00
Each Subsequent Day	\$ 6.00

**Additional charges for hours taken over 17 (\$261.00 per extra credit hour)*

Dropping/Adding of Courses, Late Penalty Fee, Late Registration Fees, and Duplicate I.D. Cards must be paid at the time of the transaction.

Books will cost approximately \$350.00 per semester (full-time). This payment must be made in cash at the time of purchase. All "on-campus" students will be charged a telephone fee of \$100.00 and a mailbox fee of \$12.50 per semester. These must be advance cash payments. NO PERSONAL CHECKS!!!

Payments may be made by Money Order, Cashier's or Certified Check, VISA and MasterCard. FULL PAYMENT IS DUE AT THE TIME OF THE TRANSACTION.

ON CAMPUS	Total Cost:	Per Semester	\$ 5,598.00	Per Year	\$11,196.00
OFF CAMPUS	Total Cost:	Per Semester	\$ 3,427.00	Per Year	\$ 6,854.00
CAPE	Total Cost:	Per Semester	\$ 3,320.00	Per Year	\$ 6,640.00



SHAW UNIVERSITY DIVINITY SCHOOL
1999 - 2000 EXPENSE SHEET

TUITION AND FEES

Full-Time Students

Tuition for degree candidates and Associate degree candidates is \$156.00 per credit hour. The charge for a three hour credit course is \$468.00. Full-time study consists of nine semester hours. All tuition fees must be paid in full at the time of registration.

Part-Time Students

Students registered for part-time study are those who enroll in less than a nine semester hour course load. Tuition is \$156.00 per credit hour and must be paid in full at the time of registration.

Student fees may be paid by cash, check or money order.

Additional Fees

Application Fee	\$ 20.00
Graduation Fee	\$ 125.00
Transcript Fee (per each official transcript)	\$ 4.00
Late Registration Fee	\$ 10.00
Administrative Fee (per semester)	\$ 134.00

The above charges are subject to change. The tuition rate is reviewed annually and is subject to change.

FINANCIAL AID

Financial aid at Shaw University consists of scholarships, grants, loans, and jobs awarded singly or in the form of a “package” to meet a student’s financial need. The factor of need is considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who, without it, would not be able to attend or remain in school.

SOURCES OF FINANCIAL AID

Financial assistance is provided through any one or a combination of the following:

Federal Perkins Loans (formerly the National Direct/Defense Student Loan-NDSL). The Federal Perkins Loan is a federal loan administered by the University to provide long-term, low-interest (5%) loan funds for educational expenses to students with “exceptional financial need.” Under this program, students may borrow up to \$3,000 per year to finance their educational expenses. The total amount borrowed can not exceed \$15,000 for undergraduate students. Repayment begins nine months after graduation or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Stafford Loan (formerly the Guaranteed Student Loan Program -GSL). The Federal Direct Stafford Loan is a low-interest loan made to eligible students by the Department of Education. These loans are made for the purpose of helping a student meet educational expenses. Interest is deferred on the principal of the loan during the student’s enrollment period. Students who demonstrate need may borrow up to \$2,625 a year as first-year students, \$3,500 a year as second-year students, and \$5,500 a year after the completion of the first two years of undergraduate study. Repayment begins six months after graduation or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Parent Loans for Undergraduate Students (PLUS). PLUS loans are for parents of dependent students enrolled in college. This loan provides additional funds for educational expenses. Borrowers begin repayment of principal and interest at a variable interest rate within 60 days of the receipt of the loan funds, unless they are eligible for a deferment. Parents of dependent students may borrow up to the student’s cost of attendance minus any financial aid received.

Federal Direct Unsubsidized Federal Stafford Loans. These are Stafford Loans that are not based on need. The borrower is responsible for paying the interest during in-school and deferment periods. However, the borrower may

defer the interest while enrolled. The loan limits are the same as the Federal Direct Stafford Loan for dependent students. This loan provides additional funds for educational expenses. Borrowers begin repayment of principal and interest within 60 days of the receipt of the loan funds. Self-supporting students may borrow up to \$4,000 per year as first- and second-year undergraduates and \$5,000 per year as third- and fourth-year undergraduates (not to exceed the cost of attendance minus any other financial aid), to help meet educational expenses.

Federal Pell Grants. These grants are available to students who are attending college on a full- or part-time basis. They are based on a federal formula that measures the ability of students' families to meet their educational expenses. An application for a Pell Grant must be submitted for the academic year for which the student is applying. The Free Application for Federal Student Aid (FAFSA) may be obtained from institutions of postsecondary education, high schools, public libraries, and other easily accessible locations. A Student Aid Report (SAR) should be received within four to six weeks. The SAR is sent to the student's home address and should be forwarded to the Office of Financial Aid.

Federal Supplemental Educational Opportunity Grant Program (FSEOG). FSEOG awards are made to the students with greatest need, with priority given to students who receive a Pell Grant. The grant ranges from \$250 to \$2,500 per academic year, depending upon the student's need and the availability of funds.

North Carolina State Contractual Scholarship Fund (NCSCSF). This grant is funded by the State Legislature especially for private institutions and is limited to North Carolina residents who demonstrate exceptional need.

North Carolina Student Incentive Grant (NCSIG). This grant is offered to legal residents of North Carolina who are full-time students with demonstrated financial need. Funds are awarded in amounts up to \$1,500 per year. The program is administered by the State of North Carolina through College Foundation, Inc. Students may apply by using the same need analysis forms as they use for other federal and state aid. A copy of the Free Application for Federal Student Aid (FAFSA) must be processed by March 15th of the year in which the student is applying for the grant.

North Carolina Legislative Tuition Grant (NCLTG). This grant is offered by the State Legislature especially for private institutions and is limited to full-time students who are residents of North Carolina.

Federal Work-Study (FWS). The Work-study program provides part-time employment to eligible students who are enrolled. Students earn at least the minimum wage. Work-study gives students a chance to earn money to help

meet their educational expenses. Students are employed on campus by a variety of departments and offices, with the typical student working approximately 8 to 12 hours per week.

University Work Aid (UWA). UWA is funded by the institution to assist a limited number of students with employment. It is an institutional program similar to the Federal Work-Study program. The difference is that institutional, not federal funds are used to finance the program. Funds are usually given to international students and students not eligible for federal funds.

Scholarships and University Grants-in-Aid. Merit scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount and are renewable each year provided the student maintains high scholastic achievement. The University also provides a limited number of University Grants-in-Aid (UGA) for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set by each donor.

HOW TO APPLY FOR FINANCIAL AID

In order to be considered for financial assistance, continuing students must submit all completed financial aid forms to the Office of Financial Aid. Forms and applications for continuing students may be secured from the Director of Financial Aid.

All new students must

- 1 apply for admission to the University and complete all forms required for admission. Applications for those who wish to enroll may be secured from the Director of Admissions.
- 2 file the Free Application for Federal Student Aid (FAFSA). This form is available at high school counseling centers and the Office of Financial Aid at Shaw University.
- 3 If the application procedures described are followed, the student is considered for all types of assistance for which the student is eligible.

TRANSFER STUDENTS AND FINANCIAL AID

- 1 In order to be considered for aid, transfer students must submit a Financial Aid Transcript (FAT) from their most recently attended postsecondary school, college, or university.
- 2 Students transferring after only one year at another institution are still eligible for the Pell Grant. Shaw will not make a final decision on the aid package until the FAT and Student Aid Report (SAR) are received. All copies of the report must be sent to the Office of Financial Aid, which will determine the award amount of Pell Grant the student is eligible to

receive, and send an award letter indicating this and any other aid available to the student.

WHAT TO FILE EACH YEAR TO CONTINUE FINANCIAL AID

A student awarded financial aid must submit a new Free Application for Federal Student Aid every year. The student's eligibility for funds from year to year is based on the most current financial circumstances of the student's family. Therefore, the following must be on file:

- 1 the student's (and spouse's) Federal Income Tax Form 1040, 1040A, or 1040EZ for the last tax year. The student should submit a complete, SIGNED copy (or copies) of the student's (and spouse's) Federal Income Tax Form to the Shaw University Office of Financial Aid no later than May 1st.
- 2 Parents' Federal Income Tax Form 1040, 1040A, or 1040EZ for the last tax year. If a dependent student, the student must submit a complete SIGNED copy of the parents' Federal Income Tax Form to the Office of Financial Aid no later than May 1st.

REFUNDS AND FINANCIAL AID

In the determination of a student's financial package, the University takes into consideration any funds that are available to cover the cost of the student's education, including funds made available for student assistance by a third party in the form of tuition assistance, scholarships, or payment on the student's behalf.

The student is obligated to advise the University of any funds available to him or her of which the student has knowledge. The student must report any scholarship, grant, work, stipend, or change in financial condition that is not specifically listed on the award notification for possible revision of the aid award.

When the University receives funds to cover the student's cost of education, the amount of any award made to the student from University funds shall be reduced if the combined total to the student from University funds and the additional funds received exceeds the student's educational cost at Shaw.

A student is eligible for a refund after all charges have been posted to the student's account. Refunds are shown as credits on the student's account, unless the student requests a check for the amount of refund. Normally checks are processed within two weeks.

The University does not make refunds that result from a University Grant-in-Aid (UGA), a University Grant-in-Athletic-Aid (UGAA), and/or a University scholarship award. There is also no refund of fees for students who withdraw from the University as a result of suspension or dismissal.

SATISFACTORY ACADEMIC PROGRESS FOR
FINANCIAL AID RECIPIENTS

The U.S. Department of Education mandates institutions of higher education to establish minimum standards of satisfactory academic progress for students receiving financial aid. In definition, satisfactory academic progress means that the student is proceeding in a positive manner toward fulfilling degree or certification requirements. To accurately measure the student’s progress, the satisfactory progress policy must have a quantitative measure (the number of percentage of courses completed), as well as a qualitative measure (the grade point average in those courses completed). Also, the school has set a maximum time frame of six (6) years in which a student is expected to finish the program.

Academic progress is defined as satisfactory, based on the following maximum academic years and earned semester hours for each year of enrollment:

Academic semesters completed	1	2	3	4	5	6	7	8	9	10	11	12
Earned semester hours	10	20	30	40	50	60	70	80	90	100	110	120

At Shaw University, a student will be considered as having made satisfactory progress and will be eligible for financial aid if the cumulative grade point average and earned credit hours are equivalent to the specified requirements below in accordance with the number of semesters enrolled.

Satisfactory Progress Levels

Academic Years Completed	No. of Semesters	Cumulative Grade Point Averages	Minimum No. of Credit Hours Earned
1	2	1.5	20
2	4	1.75	40
3	6	1.95	60
4	8	2.00	80
5	10	2.00	100
6	12	2.00	120

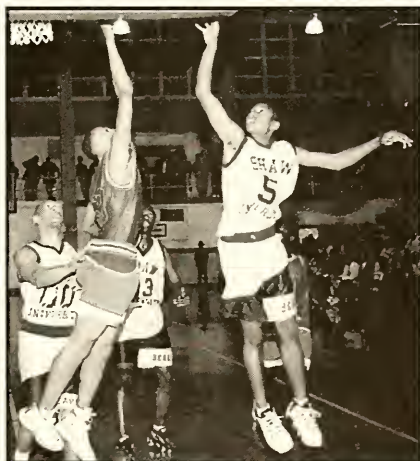
Students who are making satisfactory academic progress towards completing requirements for graduation maintain their eligibility to participate in and to receive Federal, Financial Aid. Students who fail to make satisfactory progress academically towards completing graduation requirements within twelve semesters and/or six academic years are ineligible to participate in and to receive Federal, Financial Aid as per the scales published above.

Refer to the Standards of Academic Progress section of this catalog on pages 36- 41 for additional details and specificity concerning implementation.

Monitoring Satisfactory Progress - Requests for financial assistance for the upcoming academic year will be reviewed for Satisfactory Academic Progress at the end of each academic year to insure that students are meeting both the qualitative and quantitative measures, and have not reached the maximum time frame (12 semesters). Students not meeting these standards are notified in writing by the Financial Aid Director that their eligibility for aid is terminated effective with the upcoming academic year. Aid previously awarded for the upcoming year is canceled at this time, unless it is from a private donor/source.

Probationary Review - Students who are experiencing difficulty in meeting the qualitative and quantitative standards are provided one probationary academic year in which to make satisfactory progress academically towards completing graduation requirements. At the end of the academic year in question, the Financial Aid Director sends students who are not making satisfactory academic progress a “warning” letter alerting them that they are falling short of the standard required to retain eligibility for aid, and to notify them that the next academic year of attendance is considered as probationary, i.e. they retain their eligibility for aid, but must plan ahead to overcome the shortage.

Regaining Eligibility After Termination - Students may petition the Academic Standards Committee through the Office of the Vice President for Academic Affairs if they feel extenuating circumstances caused them to not meet the prescribed satisfactory academic progress standard. Petitions must be submitted in a timely fashion, preferably within 45 calendar days after the date of the letter terminating their eligibility, in order to have aid reinstated if the petition is approved by the Academic Standards Committee.



STUDENT STATUS

CLASSIFICATION OF STUDENTS

Students are classified according to the number of their earned semester hours of credit.

Earned semester hours	Classification
1-23	freshman
24-52	sophomore
53-87	junior
88 and above	senior

VETERANS AS STUDENTS

Shaw University is on the list of approved institutions that can provide education under the Department of Veterans Affairs Benefits Program. Shaw offers VA programs to qualifying applicants attending the main campus in Raleigh, as well as all the CAPE centers.

A veterans counselor is located in the Office of Records and Registration to provide information and assistance to students who are eligible for VA benefits under existing policies and guidelines of the Department of Veterans Affairs and the State Approving Agency in North Carolina. Students who receive or are planning to receive VA benefits should notify the veterans counselor of intent to register, changes in program, or any other interruption or change of status. Students receiving VA benefits are also required to submit a completed semimonthly class attendance report throughout active enrollment. Those who fail to comply will be decertified by the veterans counselor.

Veterans cannot be certified for payment for internships or audited courses. Although veterans normally cannot be certified for payment for independent study, payment may be authorized if the veteran is a senior and the course is required for graduation.

SPECIAL STUDENTS

A student may enroll at Shaw University with no intention of earning a degree. Such applicants seek admission as special students and are so classified once enrolled. Special students have many valid reasons for enrolling — self-satisfaction, personal improvement, preparing for teacher certification, satisfying prerequisites for graduate work — to name a few.

Special students are not eligible for federal financial assistance or the North Carolina Legislative Tuition Grant.

Special students who apply for regular admission and become matriculating students are held responsible for the curriculum requirements (of their respective majors) under which they are officially admitted.

REGISTRATION

Official registration is required for each semester and summer session. Students must be officially registered in order to receive credit for a course(s). Therefore, the student must complete registration procedures, including satisfactory arrangement for payment of fees by cash, financial aid, or other means in accordance with University policy and procedures.

A full-time student is a student who is enrolled for 12-17 credit hours. A student enrolled for 18 or more hours must secure approval from the Department Chairperson and Vice President for Academic Affairs.

ACADEMIC ADVISEMENT

Students are assigned to a faculty advisor to ensure accurate advisement during the four years of matriculation, the period during which most students complete the University Graduation requirements. Faculty advisors are encouraged to meet with their student advisees at least twice per semester.

Students are required to complete a schedule of classes for the ensuing semester with their academic advisors. Students who do not complete registration are fined a late registration fee. The intent is to ensure that students receive good academic advisement, take courses in the correct sequence, and maintain approved course loads.

ELIGIBILITY FOR REGISTRATION

Registration for the following categories of students is held on the days of registration published in the Schedule of Classes. A student who is suspended or whose record is not clear for any reason is not eligible to register.

New Student — Upon receipt of a letter of admission, the new student is eligible for registration on the stated days of registration.

Re-admitted Student — A student previously registered in the University who was not registered during the preceding semester must apply for and be granted readmission by the appropriate office before being eligible for registration.

Continuing Student — A student registered in the immediately preceding semester or the Summer session preceding the Fall semester is eligible to register assuming good standing and enrollment in a continuing program.

Completion of Registration

Registration is not complete until financial obligations have been fulfilled. Attendance in class is not permitted until registration has been completed.

CHANGES IN REGISTRATION (ADD/DROP/WITHDRAWAL)

Changes in a student's registration must have the official approval of the Director of Records and Registration, student's advisor, and the instructor(s) involved. Changes in registration can normally occur only within the prescribed dates shown in the academic calendar. Exceptions must receive special permission from the Vice President for Academic Affairs. For a change to be valid, a student must file a drop/add form with the Office of Records and Registration.

INTERINSTITUTIONAL REGISTRATION - CRC

Interinstitutional registration among Cooperating Raleigh Colleges (CRC) must be approved by faculty advisors and approved by the Department Chair and the Vice President for Academic Affairs when deemed necessary. In each case, the student is required to meet registration requirements and to follow procedures being used at Shaw University and the college to be visited. Credit for courses taken at other CRC institutions is processed and posted for Shaw University students the same as for courses taken in residence. Official registration at the home institution is required for a student to be eligible to participate in the program.

STUDENT STATUS

For the purpose of defining student status, undergraduates taking 12 or more credit hours are considered to be full-time students. All other undergraduates are considered to be part-time.

BUCKLEY AMENDMENT

The University policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380). Personally identifiable information contained in student educational records will not be disclosed to persons outside the University without the prior consent of the student. Under this policy, the student also has the right of access to student educational records maintained by the University or any department within the University. A copy of the University policy dealing with the privacy of student educational records is maintained in the Office of Records and Registration.

COURSE CREDIT

Course credit at Shaw University is expressed in terms of semester hours. The semester hour is the unit of instruction used in computing the amount of work required for graduation. One semester hour is equivalent to 15-18 lecture/recitation hours (of 50-minute periods) of instruction. In cocurricular activities, such as the Shaw Band, the University Chorale, or the Shaw Players, one semester hour is earned for participation. Other laboratory-type courses or experiences for credit usually require four hours of work per week and earn 4 credit hours during a semester. “Semester hour,” “academic credit,” “credit hour,” and “credit” are used synonymously to measure academic course work at Shaw University. Credit is not allowed for courses taken that substantially duplicate courses already completed, or for courses for which the student is not officially registered.

CREDIT FOR SPECIAL EDUCATIONAL EXPERIENCE

Credit for life experience, military experience, military schools, and similar educational experience is awarded on the bases of recommendations of the American Council of Education and approval of the Vice President for Academic Affairs.

CREDIT BY EXAMINATION

Shaw University recognizes the College Level Examination Program (CLEP), Departmental Examinations, Credit-by Exemption Examination, College Entrance Examination Board (CEEB), Defense Act For Non-Traditional Education Support (DANTES), Advanced Placement programs, and the Shaw University Portfolio of Life Experiences. These programs permit the qualified student to earn, by examination, up to a combined maximum of 60 semester hours (not including the final 30 semester hours, which must be taken in residence).

Students must file for these examinations within two weeks after the scheduled closing date for registration within that same semester. Applications must be approved by the Department Chair and submitted to the Vice President for Academic Affairs for final action. Credit by Examination is authorized in all areas, but it is the prerogative of the departmental faculty to exclude specific courses that are demonstrably unsuited for credit by examination.

Credits earned through Credit by Examination are not used in the computation of a student’s grade point average (GPA), which means that final grades may be “S” or “U.”

For additional information on procedures, fees, and courses exempted by examination, consult the Office of Records and Registration.

REPEATING A COURSE

A student cannot receive credit twice for the same course that is repeated. If a course is repeated in which credit hours are earned, the student’s permanent record will be adjusted by subtracting the hours of the lower grade from the total hours earned. Credit hours will then be recorded only for the higher grade. Students are responsible for notifying the Office of Records and Registration, via the appropriate space on the registration form, regarding which course is being repeated. Only the new grade/quality points will be used to factor the resulting cumulative GPA. The previous grade, e.g. “F” (0), will be deleted as a factor and the new grade, e.g. “B” (3), will be used – thus increasing the cumulative GPA

A	=	4 points	C	=	2 points
F	=	3 points	D	=	1 point
F	=	No Credit (0)			

GPA is determined by multiplying the number of credit hours a course yields by the grade point value of the letter grade received, and dividing the total number of semester hours attempted (minus those courses repeated) into the total number of grade points earned. For instance, the student receiving the grades shown in the following example has a GPA of 2.53.

Psychology	(3 hrs)	A (4 pts.)	12 quality points (3 x 4)
Math	(3 hrs)	B (3 pts.)	9 quality points (3 x 3)
Humanities	(3 hrs)	D (1 pt.)	3 quality points (3 x 1)
Tennis	(1 hr)	B (3 pts.)	3 quality points (1 x 3)
Biology	(3 hrs)	C (3 pts.)	6 quality points (3 x 2)
Total	13 hrs		33 quality points
GPA 2.53	(33 quality points divided by 13 hours)		

INDEPENDENT STUDY

Independent Study is restricted to juniors and seniors and is to be used only when particular courses are needed to meet graduation requirements. Courses taken through Independent Study must have the approval of the Chairperson of Department in which the student is enrolled as a major and the approval of the Vice President for Academic Affairs. No student may take more than six semester hours through Independent Study. Veterans cannot be certified for payment for Independent Study.

COURSE WAIVERS OR SUBSTITUTIONS

Recommendations to waive a course requirement or to substitute one course for another must be sent to the Vice President for Academic Affairs for final action. Students may substitute no more than two courses in a program. Substitutions must contribute educational value to the program in which the student is enrolled and be judged to contribute toward the student’s primary

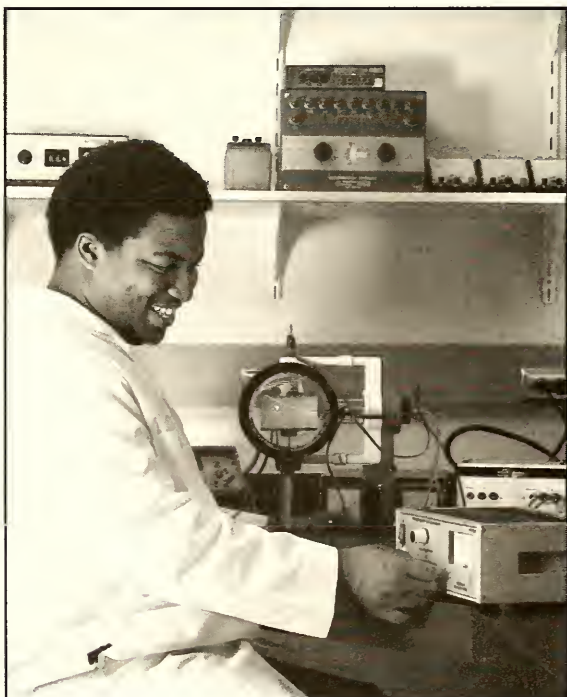
objective. The authorization to waive or substitute a requirement does not reduce the total hours required for a degree. The student is still held responsible for the total aggregate of hours shown in the curriculum outline.

AUDITING A COURSE

A person who has been admitted to the University may be registered, with the permission of the instructor, as an auditor in a class (no academic credit). An auditor is not required to take active part or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit. Tuition is charged at the prevailing rate.

Students who audit a course submit no daily work, take no examinations or quizzes, and receive no credit for the course. The instructor is not required to give a final grade or final evaluation of the student's progress.

Formal application must be processed prior to the student's entering a class for audit. The student applies for admission to the class by writing to the instructor; after receiving the approval of the instructor and the Vice President for Academic Affairs, the student presents such approval to the University Cashier with the required payment. The Cashier validates the request and provides a copy for the Director of Records and Registration.



ACADEMIC ASSESSMENT AND ACHIEVEMENT CENTER

Shaw University provides a comprehensive academic support system for all of its students. The Academic Assessment and Achievement Center (“Triple A”) is a support program that is designed to help students achieve their educational goals and employment aspirations. The program offers reinforcement, developmental, and tutorial assistance in English composition, mathematics, science, and the humanities. This support program also includes academic counseling services and a professional staff that supports the academic programs of the University.

Placement into the “Triple A” (AAA) Center is determined by the student’s academic record, placement examinations, referrals, and student choice. Students who experience difficulty in their courses are encouraged to seek assistance from the Center. To determine the enrollees for the program, University structured competency tests of computational and verbal skills are administered to entering freshman as part of their academic orientation. The physical setting of the Center supports the philosophy that some students, such as those enrolled in the AAA Center, can better reach their academic and vocational potentials if their learning experiences are carefully planned to reinforce class instruction in a relaxed, yet serious environment than that of the traditional classroom setting. The curriculum is based upon the status of the students’ learning experiences or needs, language and behavioral patterns, self-image and employability. Other courses for tutorial assistance are added in response to the students’ needs and demands.

SPECIAL PROGRAMS OF THE UNIVERSITY

THE ETHICS AND VALUES PROGRAM

The University President, Dr. Talbert O. Shaw, contends that the “ultimate goal of education is the development of character which will enable citizens to function productively and morally in pursuit of the common good.” Hence, three courses in “ethics and values” are infused into the core of the University curriculum, in order to encourage students to embrace these moral principles and incorporate them into their own conceptions of individual and social responsibility in a diverse society. As discussed in “Course Descriptions” of the Department of Religion and Philosophy, these courses are:

• Ethics 100, Foundations of Knowledge and Ethics	3
(which includes a weekly assembly Ethics 000, Ethics Seminar)	
• Ethics 200, Ethical Concepts and Issues	3
• Ethics 300, Professional Ethics	<u>3</u>
Total Semester Hours:	9

In addition to these courses, students, faculty and staff, and the general public are encouraged to participate in the ethics and values seminars, vespers and other aspects of Religious Life, as directed by the Dean of Chapel. These programs include the “Bessie Boyd-Holman Lecture Series” and the Annual Religious Emphasis Week Observance).

THE AMERICAN HUMANICS PROGRAM

The American Humanics Certification in Nonprofit Management is a program of Shaw University and an affiliate of American Humanics, Inc. (AH), which is a strategic national alliance of colleges, universities, nonprofits, and collaborating professional organizations. This “degree enhancement and service” program is flexible in its ability to embrace diverse academic disciplines of students and multiple needs of nonprofit communities. More specifically, in addition to a baccalaureate degree, the coursework for certification includes at least 180 contact hours in “foundation” (philanthropic structures, communication skills, and employability preparation) and “professional development” (board/committee development, fundraising principles and practices, and human resources development and supervision) in youth, family and human services nonprofit management. Along with an annual “Management Institute,” retreats, student service club, and professional development seminars, the program provides students with experiential learning via volunteer community service (200 contact hours) and supervised internship (480 contact hours) in nonprofit organizations.

REQUIRED COURSES

Six (6) categories of courses are recommended to fulfill the academic requirements and competencies. They are:

1. Management and Human Resources (3 credit hours)
2. Youth and Human Development (3 credit hours)
3. Accounting and Budgeting (3 credit hours)
4. Communications and Public Relations (3 credit hours)
5. Program Planning and Evaluation (3 credit hours)
6. Fund Raising and Grant Writing (non-credit seminars)

American Humanities Co-Curricular Requirements include the following learning experiences: (1) Active participation in American Humanities Student Association (AHSA), (2) Field trips to area youth, community, and human service organizations, (3) Professional development workshops and seminars, (4) an Annual, Fall Retreat and Recognition Dinner, (5) Volunteer or Paid Service in a nonprofit organization, (6) Supervised internship, (7) Attendance at one annual American Humanities Management Institute (AHMI).

A more complete description of American Humanities Program and requirements is included in the Graduation Requirements Section of this Catalog.

American Humanities co-curricular requirements include the following learning experiences: (1) Active participation in American Humanities Student Association (AHSA), (2) Field trips to area youth, community, and human service organizations, (3) Professional development workshops and seminars, (4) An Annual Fall Retreat and Recognition Dinner, (5) Volunteer or Paid Service in a nonprofit organization, (6) Supervised internship, (7) Attendance at one annual American Humanities Management Institute (AHMI).

A more complete description of the American Humanities Program and requirement is enclosed in the Graduation Requirements Section of this catalog.

HONORS PROGRAM

The Honors Program offers special challenges and unique opportunities to a small number of highly motivated students. Honors Program students extend their liberal education through intellectual horizons that provide optional structured sequences in English, mathematics, humanities, science, philosophy, international studies, and African American studies. The program fosters collaborative relationships between students and faculty through small intensive classes, taking field trips, seeing plays, attending concerts, meeting famous authors, and participating in leadership seminars. Most importantly, it promotes *Strides to Excellence: Why Not The Best?*

MENTORING PROGRAM

Since 1993, Shaw University has implemented a mentoring program that focuses on helping students adjust to college life. The program, called “STRIDERS,” is a support system that connects student participants (protégées) with a faculty or staff member. Together, they can discuss problems and concerns, rejoice in success, and attend sociocultural activities.

The acronym, “STRIDERS,” stands for “Scholars Teamed with Role Models and other Individuals Determined to Educate and Retain Students.” Faculty and staff who serve as mentors are volunteers dedicated to provide nurturing guidance and support.

Activities and experiences that STRIDERS offers include:

- Individual Interactions With Mentors
- Lecture Series
- Museum and other Field Trips
- Picnics
- Plays and Musicals
- Concerts
- Reception
- Worship Services

COMPREHENSIVE FRESHMEN YEAR PROGRAM

The Comprehensive Freshmen Year Program positively enhances the experience of first year students enrolled at the University through the implementation of programs, activities and services which focus on the total development of students. The two basic goals of the program are: (1) to assist students in developing academically, culturally and socially and, (2) to experience academic success at the University. Program activities include planned instruction, counseling, instruction and advisement on time management, cultural refinement, technology use and literacy, social development, study habits; discipline.

ADVANCED ACADEMIC PLACEMENT

Shaw University participates in the College Board’s Advanced Placement Program. Students who earn advanced credit in high school based on exam scores and criteria submitted by the College Board are accepted by the University — and, count towards satisfying both core curriculum (General Education) and Departmental Core Degree requirements — consistent with published institutional policy.

STANDARDS OF ACADEMIC PROGRESS

The final grades for the completion of courses at Shaw University are alphabetical, as follows:

- A** Excellent, or 4.00 grade points per semester hour of credit
- B** Above average, or 3.00 grade points per semester hour of credit
- C** Average, or 2.00 grade points per semester hour of credit
- D** Fair, or 1.00 grade point per semester hour of credit
- F** Failing (0.00 computed in the cumulative average)
- I** Incomplete (nonpunitive, that is, not computed in the cumulative average)
- W** Withdrew (nonpunitive, that is, not computed in the cumulative average)
- S or U**

Satisfactory or Unsatisfactory (nonpunitive) may be given on exams for credit by exemption, advanced placement, and the like but may not be given for required courses.

Required courses in the major in which the student earned a final grade of “D” or “F” must be repeated. In all such cases, only the improved grades are counted and calculated into the student’s semester and/or cumulative grade point average.

THE GRADE OF “INCOMPLETE”

The Incomplete (“I”) grade is given as a final grade but not as a permanent grade. The “I” is assigned when the student, as a result of illness, an unusual or mitigating situation or some other acceptable circumstance beyond the student’s control, has not completed the work of the course, provided the student is otherwise passing.

All Incompletes must be removed by midsemester of the next semester in which the student is enrolled — except by approved extension of time. If the Incomplete is not removed within one calendar year the unremoved “I” converts to a grade of “F”. A special examination period for the removal of Incompletes is provided and announced in the academic calendar for the convenience of faculty members and students.

The Incomplete is a nonpunitive grade that is not included in the computation of semester and cumulative averages. A special form for the removal of Incomplete grades is available to faculty members in the Office of the Director of Records and Registration.

POLICY ON NONPUNITIVE GRADES FOR VETERANS

Nonpunitive grades are those that are not computed into a student’s grade point average (GPA). Grades of “I,” “W,” and “U” are nonpunitive grades. Veterans who are assigned these grades will have them reported to the

Veterans Administration, and benefits that were paid for the pursuit of these courses in which nonpunitive grades were assigned are subject to recovery by the Department of Veteran Affairs.

Incomplete ("I") grades which are removed during the first two weeks of the following semester are not reported to the Department of Veteran Affairs.

SATISFACTORY ACADEMIC PROGRESS

Shaw University has established minimum academic standards for all of its students. It is the DESIRE of the University that each full-time student would pass/earn at least 12 credit hours per semester and earn a "C" (2.00) Grade Point Average each semester of matriculation.

The University REQUIRES that students earn/pass at least twenty (20) credit hours per academic year and earn a cumulative grade point average of at least "C" (2.00) by the end of four (4) semesters and/or two (2) academic years. The operational definition of satisfactory academic progress is based on two criteria: (1) Qualitative (Cumulative GPA) and (2) Quantitative (credit hours earned/passed). This operational definition of Satisfactory Academic Progress is summarized in the scale published herein.

At Shaw University, students who are making satisfactory academic progress towards completing requirements for graduation maintain their eligibility to participate in and to receive federal, financial aid, those who fail to make satisfactory progress academically towards completing graduation requirements are ineligible to participate in and to receive federal, financial aid as per the following scales.

Academic semesters completed	1	2	3	4	5	6	7	8	9	10	11	12
Earned semester hours	10	20	30	40	50	60	70	80	90	100	110	120

Satisfactory Progress Levels			
Academic Years Completed	No. of Semesters	Cumulative Grade Point Averages	Minimum No. of Credit Hours Earned
1	2	1.50	20
2	4	1.75	40
3	6	1.95	60
4	8	2.00	80
5	10	2.00	100
6	12	2.00	120

MINIMUM ACADEMIC PROGRESS STANDARDS AND REQUIREMENTS

Students who fail to meet the University's minimum academic progress and standards are dismissed from the University after four semesters and/or two academic years. The sequence leading to dismissal are (1) academic warning, (2) academic probation and (3) dismissal from the University.

Academic Warning

Students are placed on Academic Warning status IF, after one semester of matriculation their GPA is less than 2.00 -- and, the number of credit hours earned -- is less than ten (10). Students in Academic Warning status are in danger of being placed on Academic Probation at the end of the second semester of enrollment.

Academic Probation

Students are placed on Academic Probation IF, after two semesters of matriculation their Cumulative GPA is less than 2.00 — and, the number of credit hours earned/passed — is less than twenty (20). These students will have failed to meet the University's Satisfactory Academic Progress standards and requirements and are in danger of being dismissed academically from the University at the end of the fourth semester and/or second Academic Year. Students are placed on academic probation and are ELIGIBLE to receive federal, student financial aid for the 5th and 6th semesters and/or for one full academic year.

Academic Dismissal

Students who after four (4) semesters and/or two (2) academic years of matriculation have earned/passed less than 40 credit hours with a cumulative GPA of less than 2.00 are dismissed academically from the University for failure to maintain satisfactory academic progress towards completing graduation requirements. They also lose their eligibility to receive federal, financial aid until such time that they will have complied with the University's policy on Satisfactory Academic Progress upon re-enrollment at the University.

The following progress scales are utilized to determine the extent to which students are making satisfactory progress academically towards completing graduation requirements. Scale "A" applies to students who matriculated at the University for the first four (4) semesters and/or two years. Scale "B" applies to students who matriculated at the University for more than four (4) semesters and/or two academic years.

Scale A

Number of semesters enrolled	Number of Credit Hours Earned/Passed	Cumulative Grade Point Average Earned	Student's Academic Status
End of 1st Semester	Less than 10	Below 2.00	Warning
End of 2nd Semester	Less than 20	Below 2.00	Probation
End of 3rd Semester	Less than 30	Below 2.00	Probation
End of 4th Semester	Less than 40	Below 2.00	Dismissal

At the end of first semester of matriculation, new students who fail to meet the minimum progress standards and requirements above receive a written warning from the Director of Records and Registration.

Students who fail to meet the satisfactory academic progress standards and requirements at the end of the fourth semester and/or second academic year are placed on academic probation.

Students who for the first time fail to meet the academic standards and requirements for two consecutive semesters — after the completion of the fifth and sixth semesters and/or end of the third academic year of matriculation — are placed on academic probation. These students are eligible to receive financial aid for the 5th and 6th semesters. This means that these students must meet the qualitative (cumulative GPA) and quantitative (number of credit hours earned/passed) criteria by the end of the sixth semester and/or third academic year in order to remain at the University and maintain eligibility to receive financial aid.

PLEASE NOTE

Scale B below applies only to those students who fail for the FIRST time to meet the satisfactory academic progress standards and requirements after four (4) OR six (6), OR eight (8) semesters.

Scale B

After Four (4) Semesters of Matriculation

End of 5th Semester	Less than 50	Below 2.00	Probation
End of 6th Semester	Less than 60	Below 2.00	Probation
End of 7th Semester	Less than 70	Below 2.00	Dismissal
End of 8th Semester	Less than 80	Below 2.00	Dismissal
End of 9th Semester	Less than 90	Below 2.00	Dismissal
End of 10th Semester	Less than 100	Below 2.00	Dismissal
End of 11th Semester	Less than 110	Below 2.00	Dismissal
End of 12th Semester	Less than 120	Below 2.00	Dismissal

Appeal of academic dismissal. If a student dismissed for failing to make minimum academic progress wishes to petition the Academic Standards Committee for a review of his or her case, the student can be considered for readmission. If the committee rules in favor of the student's petition, the student is readmitted on probation and restricted to a maximum academic load of 12 hours per semester. If, after two consecutive semesters, the student has not achieved nonprobationary status, the student is academically dismissed from the University.

Any student wishing to appeal a decision regarding dismissal must file a written request and supporting evidence with the Academic Standards Committee through the Vice President for Academic Affairs within a reasonable period of time, preferably within 45 days of the notification of dismissal.

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCEDURES

ACTION STEPS	TASK DESCRIPTION	RESPONSIBLE OFFICE/PERSON
I	Notify Student of Academic Dismissal FROM the University	VP-AA
II	Write letter of Appeal to the Academic Standards Committee through the Vice President for Academic Affairs for RE-ADMISSION to the University	Student
III	Specify in the letter of appeal the reason(s) for failure to maintain Satisfactory Academic Progress including any unusual or mitigating circumstances	Student
IV	Review the student's letter of appeal along with the following: <div> a. Student's Academic Performance each semester of matriculation at the University b. Summer School Sessions Attended and the attending Academic Performance, i.e. GPA and credits earned therein. c. Student's record of conduct and behavior </div>	The Academic Standards Committee
V	Decision to RE-ADMIT or NOT TO RE-ADMIT student to the University Upon Completion of the review process	The Academic Standards Committee
VI	Write Letter to Student Indicating Decision	VP-AA

In order to be eligible to continue receiving financial aid, a student must maintain a specific level of academic progress. See the statement on this subject in the **FINANCIAL AID** section of this catalog. Specifically: Students whose appeal to the Academic Standards Committee through the Vice President for Academic Affairs are granted, are re-admitted to the University and maintain their eligibility to participate in and to receive federal, financial aid. Students whose appeal to the Academic Standards Committee through the Vice President for Academic Affairs is denied are dismissed from the University and lose their eligibility to receive federal, student financial aid.

There is one final appeal to the Vice President for Academic Affairs for re-admission to the University for students whose appeal has been denied by the Academic Standards Committee. Consideration for re-admission will be given to students who have made some academic progress during any one of the semesters and/or Summer Session but not enough academic progress to satisfy the University's Satisfactory Academic Progress Policy. These appeals will be considered on a case-by-case basis. Key factors in the consideration of the appeal is the number of semesters the student has matriculated at the University, the extent of the academic progress made, and the extent to which the student fails to meet the qualitative and quantitative Satisfactory Academic Progress Standards. Students re-admitted on the second Appeal to the Vice President for Academic Affairs are re-admitted as "cash paying" students in that they would remain ineligible to receive federal, student financial aid.

ACADEMIC RESPONSIBILITIES

Students who enroll at Shaw University obligates himself or herself to submit and be governed by the reasonable rules, regulations, and requirements for obtaining a college education. This section contains basic requirements and regulations for students, as well as information about important services that can improve the educational experience.

GRADE POINT AND HOUR REQUIREMENTS

Students are encouraged to excel in all of their academic endeavors and, at the least, to maintain satisfactory academic progress as stipulated by the University. To continue in good standing means that the student must earn a specified number of credit hours and maintain the required grade point average. Transcripts are reviewed by the Registrar at the end of each term, and students will be determined to be in good standing, on probation, suspended, or dismissed. Students who are not in good standing are strongly urged to take advantage of academic support services in order to improve their performance.

WITHDRAWAL FROM THE UNIVERSITY

Each student who wishes to withdraw officially from the University is required to follow the prescribed procedure. The University Counselor(s) should be informed of the intention to withdraw prior to taking other steps. The official form that must be used for final clearance is available in the office of the University Counselor. Teachers of the student’s classes and the administrators that are listed on the withdrawal form must be contacted. The completed form must be left in the Office of Records and Registration for proper distribution and filing.

If the student is ill or otherwise incapacitated and cannot complete the withdrawal process, the student must contact, or have someone else contact, the Office of Records and Registration.

A student who discontinues attendance in a single course or leaves the University without completing the official withdrawal process is charged the appropriate tuition.

If withdrawal occurs prior to the first day of classes, a student may receive a 100% refund for the Fall and Spring Semesters for tuition, room and board, and miscellaneous fees; other refunds are made as follows:

Week	Percent Refunded
1	80
2	60
3	40
4	20
5	0

The refund for Summer Semester is 75% during the first week, with no refund after that.

A student may withdraw from the University until the last day to drop classes. Once registered for the semester, any student who chooses not to attend classes for any reason must officially inform the University. Withdrawal requires that the student give verbal or written notification to the Director of Counseling and complete the forms and conferences required.* Until the student completes these procedures, he or she is not officially withdrawn from the University and will be held responsible for all applicable fees and all academic requirements incurred during the term.

***The completed form must be left with the Office of Records and Registration for proper distribution and filing.** A student who discontinues attendance in a single course or leaves the University without withdrawing will receive a failing grade of “F” for each course the student failed to attend.

CLASS ATTENDANCE POLICY

Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit-hour course which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.

Student Responsibility

Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make up in a timely fashion scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course.

Faculty Responsibility

Faculty are required to notify all students of the University's class attendance policy and to enforce the policy. Each faculty member will explain the attendance requirements at the beginning of the semester and include these requirements in the course syllabus issued to students. Student absences will be reported to the Department Chairperson and Director of the Counseling Center. These report forms are available in the office of each Department Chairperson and Director of the Counseling Center.

Implementation Procedures

A listing of students representing the University on official business will generally be distributed to faculty by the Vice President for Student Affairs. This roster is an official excused absence for each student on the list. Students who obtain legitimate excuses for representing the University on official business will be afforded an opportunity to make up missed work without penalty.

SPECIFICALLY:

- ⇒ Faculty will take class attendance each time that the class meets, maintain accurate attendance records on each student and remind students of the class attendance policy periodically.
- ⇒ Once students have received one less than the maximum number of unexcused absences, the faculty will inform the students of such and advise them of consequences of further absences.

- ⇒ If students continue to be absent from class, that is, accumulate a total of unexcused absences exceeding the number of class meetings per week, they may receive a grade of "F."
- ⇒ Excused absences will be provided in the case of sickness, death in the immediate family, participation in required school activities, and emergency situations as determined by the Department Chairperson, the Vice President for Student Affairs, or the University Nurse. In all of the above cases, proper documentation must be presented. Proper documentation includes a written statement from the appropriate health-care official(s), funeral director, agency representative, etc.
- ⇒ All requests for excused absences must be in the offices of the Vice President for Student Affairs, the University Nurse and/or the Department Chairperson office within 48 hours of the occasion necessitating the excuse.
- ⇒ Excuses required because of official University representation will be submitted for approval to the Vice President for Student Affairs by the staff person associated with the University activity.

Each Shaw University student is expected to strive for perfect (100%) class attendance. While perfect attendance alone does not guarantee academic success; non-class attendance ensures academic failure.



GRADUATION REQUIREMENTS

Shaw University awards the Associate of Arts degree, Bachelor of Arts degree and the Bachelor of Science degree. Candidates for the Associate of Arts degree must satisfactorily complete a minimum of 60 academic credits, which must include certain required courses of the University Core, Department Core and the student’s major area(s). The Department of Religion and Philosophy affords students who were previously enrolled in continuing education courses through the Shaw Divinity School to matriculate as undergraduate students provided they have a high school diploma or the GED. These students may earn the appropriate Bachelor’s degree. Upon graduation with a Bachelor’s degree these students may choose to pursue the Masters of Divinity degree (see the graduate catalog for specific details). Candidates for the bachelor’s degree must satisfactorily complete a minimum of 120 academic credits, which must include all required courses of the University Core, Department Core and the student’s major area(s). Also, the candidate must successfully complete competency examinations in English and Mathematics. A minimum cumulative grade point average (GPA), of 2.00 (or “C”) must be met by each candidate for the associate and/or baccalaureate degree(s).

The student should file the required Application for Graduation with his/her academic advisor(s) during the semester prior to the semester of graduation.

Each candidate is required to complete satisfactorily the final 30 semester hours in residence at Shaw University as an officially enrolled matriculant for the associate of arts or baccalaureate degree(s) and also to complete successfully all required examinations, projects and assignments.

Students may set their own timetable for graduation by progressing at different paces. It is possible for a student to meet the requirements of a chosen major and accumulate the required credit hours and grade point average in less than four years, resulting in early graduation; or a student may take five or more years, resulting in late graduation.

GRADUATION WITH HONORS

Candidates for the Associate of Arts degree who have earned a cumulative grade point average of 3.0 - 4.00 will graduate with high honors. These candidates will not wear honor cords, but their diplomas may list their specific honors.

Bachelor’s degrees with Latin honors are awarded to students who have earned 60 or more semester in residence at Shaw University with no grade below “C”, in accordance with the following scale:

3.75-4.00	summa cum laude
3.50-3.74	magna cum laude
3.25-3.49	cum laude

Repeated courses are not considered in the determination of honors. If you have a grade below a “C” and repeat the course earning a higher grade, you are not eligible for honors.

Also, honor societies, honor fraternities, honor sororities and the like are recorded as a part of the permanent record, that is maintained for the student in the Office of Records and Registration.

SECOND BACHELOR’S DEGREE

A student may receive a second baccalaureate degree provided that the student: (1) satisfies the requirements for the majors, the requirements of the University Core and the Departmental Core for the first and second degrees; and (2) satisfactorily completes at least 30 additional semester hours in residence (or a minimum total of 150 semester hours), as required in singular majors. Courses that are common to both majors are counted toward satisfying the requirements of both.

GRADUATION REQUIREMENTS



THE UNIVERSITY CORE CURRICULUM

The Shaw University Core Curriculum represents the University’s general education requirements. It places strong emphasis on the liberal arts and sciences. Its aim is to develop students with scientific and inquiring minds, students who can solve problems, clarify values, communicate effectively, appreciate the arts, and function within social institutions.

Courses in the University Core Curriculum include an orientation to college study and selections from English, mathematics, the humanities, the natural sciences, and the social sciences. Specific course requirements vary somewhat for students majoring in education, business, mathematics, or the natural sciences. For further details, students majoring in these disciplines should consult the section on the relevant department in this catalog. The standard University Core Curriculum is listed below. (Additional information is provided under the respective COURSE DESCRIPTIONS). Enrollment in English composition and general mathematics courses is based on placement examinations.

Completion of the University Core Curriculum is generally required prior to concentration in a major field.

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See page 71 for American Humanities Academic Requirements, Competencies and Certifications.

University Core Curriculum Requirements		Credits
*BIO 111	General Biology/Lab	3
*CIS 101	Introduction to Computers	3
ENG 110	College English & Composition I	3
ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
ETH 000	Ethics Seminar	0
ETH 100	Foundations of Knowledge and Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
HPE 111	Personal Health and Safety	1
HPE 112	Fundamental Motor Skills	1
HUM 200	Introduction to the Humanities	3
INT 115	Survey of World Civilization	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
*MAT 112	General Math II	3
MCO 210	Public Speaking	3
ORC 111	Orientation to College	1
*PHY 112	Introduction to the Physical Science	3
SOC 115	Introduction to Social Sciences	3

**This requirement may vary for certain majors.*

NOTE: Each student is held responsible for the total content of the curriculum(s) existing at the time of admission, readmission, or change of major, except for returning students who were inactive from enrollment less than one academic year. A student may elect to change a major at any time, with approval of the student's advisor and the Vice President for Academic Affairs. If a student withdraws from the University and remains inactive from enrollment for one year, or changes academic major, the student automatically is held responsible for the curriculum (core and major requirements) existing at the time of readmission or change of major.

The policies, guidelines, and requirements stated in this catalog are effective immediately and apply without exception to each matriculant currently enrolled.

DEPARTMENT OF ALLIED HEALTH PROFESSIONS

DEGREES OFFERED:

Bachelor of Science in Adapted Physical Education and Kinesiotherapy
Bachelor of Science in Recreation
Bachelor of Science in Speech Pathology and Audiology

PURPOSE OF THE DEPARTMENT:

The Department of Allied Health Professions has a science-based curriculum that provides a broad background for students planning to further their education at the graduate level. The department offers the Bachelor of Science degree and emphasizes three primary disciplines: adapted physical education and kinesiotherapy, recreation, and speech pathology and audiology. In addition to housing a fully functional Kinesiotherapy Clinic and well-equipped Speech and Hearing Clinic the Department boasts accreditation and endorsement by the American Kinesiotherapy Association and the National Academy of Preprofessional Programs in Communication Sciences and Disorders. All programs have faculty who are licensed by the State of North Carolina and/or certified by their national professional body.

MAJORS OFFERED:

Adapted Physical Education and Kinesiotherapy

Kinesiology is the study of human movement and all its manifestations. A kinesiotherapist is a health care professional who, under the direction of a physician, treats the effects of disease, injury and congenital disorders, through the use of therapeutic exercise and education. The five-year degree program requirement 1000 clock hours of clinical observation, practicum and a clinical internship.

Students complete specific coursework within a rigorous curriculum in such areas as anatomy, chemistry, mathematics, physiology, and psychology. The program offers students preparation for graduate work in athletic training, adapted physical education, adult or corporate fitness, and sports medicine. Students planning to enter the job market with an undergraduate degree prepare for entry level employment with corporate and community fitness programs, health clubs, and similar fitness related industries.

Recreation

The major in recreation is designed to prepare students with basic professional preparation in skills that are essential for implementing physical activity programs in community agencies, schools, recreation agencies, fitness centers, etc. A total of 450 hours of professional observation and practicum experience is required of majors in recreation.

Objectives of the major are to provide:

- skills in planning, organizing, supervising, evaluating, and interpreting various aspects of a physical activity program

- skills to perform a wide range of motor and sports skills
- skills in human movement
- skills in applying the basic concepts of personal and community health
- skills in applying scientific principles of learning to special populations in physical education and leisure activities.

Speech Pathology and Audiology

The major in speech pathology and audiology is a preprofessional program leading to the Bachelor of Science degree (B.S). The B.S. degree is the first degree in a continuum that leads to the master's degree. Undergraduate preparation includes a broad educational experience in science, liberal arts, strong oral and written skills, and a basic coursework in the science of speech pathology and audiology.

Speech-language pathologists and audiologists are concerned with the evaluation, diagnosis, treatment, and research in communication sciences and disorders. The professional discipline of speech pathology deals with disorders of articulation, voice, language, stuttering and aphasia; and audiology includes specialization in the prevention, identification, and rehabilitation of hearing disorders, and prescribing and dispensing hearing aids.

All programs have faculty who are certified and licensed by the State of North Carolina and their national professional body

REQUIREMENTS FOR DEPARTMENTAL MAJORS:

The departmental core is:

HPE 216:	Terminology for Allied Health Professions	2
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MAJOR REQUIREMENTS FOR ADAPTED PHYSICAL EDUCATION & KINESIOTHERAPY:

HPE 114	Sports Technique and Motor Skills II	2
HPE 214	Beginning Swimming	1
HPE 215	Intermediate Swimming	1
HPE 221	Introduction to Physical Education, Recreation and Allied Health Professions	3
HPE 224 OR HPE 225	Folk, Square, Clog/Modern Dance	2
HPE 244	Gymnastics (Alternate Years)	1
HPE 285	Supervised Experience In Therapeutic Clinical Settings - I	1
HPE 373	Physiology of Exercise	3
HPE 374	Kinesiology and Analysis of Human Movement	3
HPE 375	Kinesiotherapy - Prevention and Care of Injury	3
HPE 385	Supervised Experience In Clinical Settings - II	1
HPE 424	Pre-Kinesiotherapy Clinical Practicum	3
HPE 472	Tests & Measurements In Adapted Physical Education, Recreation and Kinesiotherapy	3
HPE 485	Supervised Experience In Clinical Settings - III	1
HPE 490	Methods of Teaching Allied Health Sciences	3
HPE 493	Clinical Internship in Kinesiotherapy	6 - 12

See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

ACADEMIC ADVISEMENT - SUGGESTED SEQUENCE OF COURSES ADAPTED PHYSICAL EDUCATION and KINESIOTHERAPY

Fall			Spring		
Year 1					
ENG 110	College English & Comp I	3	ENG 111	College Eng & Comp II	3
MAT 110	Basic Math	3	MAT 113	Intermediate Algebra	3
INT 115	Survey of World Civ	3	SSC 115	Survey of Social Science	3
ETH 100	Foundations of Ethics	3	PHY 112	Intro to Physical Science	3
ORC 111	Orientation to College	1	HPE 111	Personal Health & Safety	1
HPE 113	Sports Tech & Motor Skills	2	HPE 114	Sports Tech & Motor Skills II	2
HPE 285	Supervised Experience - I	1			15
		16			
Year 2					
ENG 112	Composition & Argument	3	ENG 113	Composition & Research	3
CIS 101	Introduction to Computers	3	HUM 200	Intro to Humanities	3
ETH 200	Concepts & Issues	3	BIO 371	Human Anatomy	4
BIO 211	General Biology	4	MCO 210	Public Speaking	3
HPE 214	Beginning Swimming	1	HPE 215	Intermediate Swimming	1
HPE 221	Intro to HPER & Allied Hlth	3	Elective		3
		17			17
Year 3					
BIO 372	Human Physiology	4	PSY 210	Human Development	3
PSY 201	Introduction to Psychology	3	CHE 212	General Chemistry	4
HPE 225	Mod Dance(or HPE 224 in Sp)	3	HPE 373	Physiology of Exercise	3
HPE 244	Gymnastics	1	HPE 374	Kinesiology & Human Movmt	3
HPE 385	Supervised Experience II	1	Elective		3
Electives		4			16
		15			
Year 4					
BIO 493	Neuroanatomy	4	PSY 330	Physiological Psychology	3
PSY 304	Abnormal Psychology	3	HPE 424	Pre-Kinesiotherapy Practicum	3
HPE 375	Kinesiotherapy	3	HPE 472	Tests & Measurements in	3
HPE 485	Supervised Experience III	1		Adapted PE, Recreation & KT	
HPE 490	Methods of Teaching Allied	3	Elective		5
	Health Sciences				14
		14			
Year 5					
HPE 493	Clinical Internship in	6-12	HPE 493	Clinical Internship in	
	Kinesiotherapy			Kinesiotherapy (continued)	
		6-12			

Total Hours Required for Graduation: 128

The departmental core is:

HPE 216: Terminology for Allied Health Professions 2

MAJOR REQUIREMENTS FOR RECREATION:

REC 281	Principles and Techniques of Recreation Leadership	3
REC 284	Outdoor Education and Camping	3
REC 285	Supervised Experience in Recreation I	3
REC 322	Therapeutic Recreation	3
REC 381	Planning and Administration of Social Recreation	3
REC 382	Parks and Recreation Supervision	3
REC 385	Supervised Experience in Recreation II	1
REC 485	Supervised Experience in Recreation III	1
REC 491	Internship in Recreation	6
REC 492	Research and Seminar in Recreation	3

REQUIREMENTS FOR THE MINOR IN RECREATION (16 credit hours):

REC 281	Principles and Techniques of Recreation Leadership	3
REC 284	Outdoor Education and Camping	3
REC 285	Supervised Experience in Recreation I	1
REC 381	Planning and Administration of Social Recreation	3
REC 382	Parks and Recreation Supervision	3
HPE 113	Sports Technique and Motor	1
HPE 224	Folk, Square & Clog Dance <u>OR</u> HPE 225: Modern Dance	2

ACADEMIC ADVISEMENT - SUGGESTED SEQUENCE OF COURSES RECREATION

Fall

Spring

Freshman Year

ENG 110	College English & Comp I	3	ENG 111	College English & Comp II	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
INT 115	Survey of World Civ	3	SSC 115	Survey of Social Science	3
ETH 100	Foundations of Ethics	3	HPE 113	Sports Tech & Motor Skills	2
HPE 111	Personal Health & Safety	1	PHY 112	Intro to Physical Science	3
ORC 111	Orientation to College	1	HPE 215	Intermediate Swimming	1
HPE 214	Beginning Swimming	<u>1</u>	REC 285	Supervised Exp. In Recr. I	<u>1</u>
		15			16

Sophomore Year

ENG 112	Composition & Argument	3	ENG 113	Composition & Research	3
CIS 101	Introduction to Computers	3	HUM 200	Introduction to Humanities	3
BIO 111	Introduction to Biology	3	BIO 371	Human Anatomy	4
ETH 200	Concepts & Issues	3	MCO 210	Public Speaking	3
HPE 225	Modern Dance (or HPE 224 in Sp)	2	REC 385	Supervised Exp. In Recr. II	1
HPE 221	Intro to HPER & Allied Hlth	3	PSY 201	Introduction to Psychology	<u>3</u>
HPE 244	Gymnastics	<u>1</u>			
		18			17

Junior Year

HPE 274	First Aid & Safety	2	ETH 300	Professional Ethics	3
REC 281	Principles & Tech of Recr.	3	PSY 330	Physiological Psychology	3
REC 382	Parks & Recreation Super.	3	HPE 432	Org&Admin of HPE,Rec&KT	3
REC 485	Supervised Exp. In Rec. III	1	REC 284	Outdoor Educ & Camp Tech	3
BUS 204	Principles of Business	3	REC 322	Therapeutic Recreation	3
Elective		<u>3</u>	REC 381	Planning & Adm of Soc Rec	<u>3</u>
		15			18

Senior Year

REC 491	Internship in Recreation	6	REC 492	Research Seminar in Recr	3
PSY 341	Social Psychology	3	ART 413	Crafts	3
Elective		<u>3</u>	HPE 472	Tests & Measurement in	
		12		Adapted P.E., Rec & KT	3
			Elective		<u>3</u>
					12

Total Hours Required for Graduation: 123

The departmental core is:

HPE 216: Terminology for Allied Health Professions 2

MAJOR REQUIREMENTS IN SPEECH PATHOLOGY & AUDIOLOGY:

SPP 151	Introduction to Communication Disorders	3
SPP 245	Nature of Language	3
SPP 251	Phonetics	3
SPP 351	Anatomy & Physiology of the Speech Mechanism	3
SPP 352	Disorders of Articulation	3
SPP 360	Speech and Hearing Science	3
SPP 361	Introduction to Audiology	3
SPP 363	Aural Rehabilitation	3
SPP 451	Diagnostic Methods in Speech Pathology	3
SPP 467	Clinical Practicum I	3
SPP 468	Clinical Practicum II	3
SPP 491	Independent Research Thesis	3

REQUIREMENTS FOR A MINOR IN SPEECH PATHOLOGY & AUDIOLOGY:

SPP 151	Introduction to Communication Disorders	3
SPP 245	Nature of Language	3
SPP 251	Phonetics	3
SPP 352	Disorders of Articulation	3
SPP 361	Introduction to Audiology	3

Number of hours required for a minor: 15

In order for a student to advance to the junior level in speech pathology and audiology, a minimum cumulative grade point average of 2.8 is required. To remain in the major, this level must be maintained along with a grade point average of 3.0 in the major courses. In order to participate in clinical practicum, a student must receive at least 3.0 in SPP 352 or SPP 451.

ACADEMIC ADVISEMENT - SUGGESTED SEQUENCE OF COURSES SPEECH PATHOLOGY & AUDIOLOGY

Fall

Spring

Freshman Year

ENG 110	College English & Comp I	3	ENG 111	College English & Comp II	3
MAT 111	General Mathematics	3	MAT 112	General Mathematics	3
INT 115	Survey of World Civ	3	SSC 115	Survey of Social Science	3
ETH 100	Foundations of Ethics	3	HPE 112	Fundamental Skills	1
HPE 111	Personal Health & Safety	1	PHY 112	Intro to Physical Science	<u>3</u>
ORC 111	Orientation to College	<u>1</u>			13
		14			

Sophomore Year

ENG 112	Composition & Argument	3	ENG 113	Composition & Research	3
CIS 101	Introduction to Computers	3	HUM 200	Intro to Humanities	3
BIO 111	Introduction to Biology	3	SPP 245	Nature of Language	3
ETH 200	Concepts & Issues	3	SPP 251	Phonetics	3
SPP 151	Intro to Comm. Disorders	<u>3</u>	MCO 210	Public Speaking	<u>3</u>
		15			15

Junior Year

SPP 351	Anatomy & Physiology	3	SPP 361	Introduction to Audiology	3
SPP 352	Disorders of Articulation	3	SPP 451	Diagnostic Methods	3
SPP 360	Speech & Hearing Science	3	SPP	Elective	3
MDS 202	Gerontology	3	EVR 200	Elementary Statistics	3
EDU 370	Exceptionalities	3	ETH 300	Professional Ethics	<u>3</u>
SPP	Elective	<u>3</u>			15
		18			

Senior Year

SPP 363	Aural Rehabilitation	3	SPP 468	Clinical Practicum II	3
SPP 467	Clinical Practicum II	3	SPP	Elective	3
SPP 491	Independent Research Thesis	3-6	ART	Elective	3
General Elective		3	General Elective		3
General Elective		<u>3</u>	General Elective		<u>3</u>
		15			15

Suggested Electives: SPP 248: Intermediate Sign Language; SPP 348: Advanced Sign Language; BUS 204: Principles of Business;
MDS 241: The Helping Professions

Total Hours Required for Graduation: 120

Course Description

HPE 111 Personal Health and Safety (1)

A course designed to acquaint the student with basic knowledge and understanding of concepts associated with physical fitness and activity as they relate to optimal healthful living.

HPE 112 Fundamental Motor Skills (1)

A course designed for students who meet minimum standards of physical capacity and for those who wish to evaluate general levels of physical condition as well as specific areas of weaknesses. Emphasis is placed on a wide variety of exercise, fundamental sports skills, and learning procedures in team sports.

HPE 113 Sports Technique and Motor Skills - I (2) Majors Only

A course designed specifically to provide to Adapted Physical Education, Kinesiotherapy, and Recreation majors basic motor skills and a variety of sports skills that are germane to their areas of concentration.

HPE 114 Sports Techniques and Motor Skills - II (2)

Prerequisite: HPE 113; Majors Only

A course designed to provide to Adapted Physical Education and Kinesiotherapy and Recreation majors advanced knowledge and appreciation of motor and sports skills that are related to the interests and needs of their professional clientele.

HPE 211 Archery (1)

This course includes an analysis of the basic knowledge, techniques and fundamental skills in archery.

HPE 214 Beginning Swimming (1)

An introductory course in swimming that offers a fundamental skill as a knowledge of the basic strokes.

HPE 215 Intermediate Swimming (1)

A continuation on the techniques of elementary swimming with emphasis on endurance, breath control, water agility, and the ability to cope successfully with a wide variety of aquatic rescue situations.

HPE 216 Terminology for Allied Health Professions (2)

A course designed to provide the prospective practitioner with basic medical and psychiatric vocabulary for the purpose of communicating skillfully with peers in the allied health fields.

HPE 221 Introduction to Physical Education, Recreation, and Allied Health Professions (3)

A course designed to enhance professional competencies in cognitive and affective domains in rehabilitative areas. A broad understanding and interpretation of the foundations and principles of health, physical education, recreation and the allied health professions will be addressed.

HPE 224 Folk, Square, and Clog Dance (2)

This is an introductory course that explores the steps, patterns, and formation of folk, square, and clog dances.

HPE 225 Modern Dance (2)

A basic introduction to the study of the fundamentals of modern dance, including and analysis of movement, conditioning, techniques, choreography, composition, settings, costuming, and exhibition.

HPE 241 Golf (1)

This course deals with the fundamental skills, knowledge, techniques, history, strategies, terminology, and participation of the sport.

HPE 242 Bowling (1)

This course covers the basic knowledge, techniques, and practices of the fundamental skills of bowling.

HPE 244 Gymnastics (2)

A methods course on the basic skills, techniques, and fundamentals of gymnastics, tumbling and apparatus activities.

HPE 253 Tennis (1)

This course offers a fundamental knowledge of basic skills needed to enjoy and participate in tennis as an individual and team sport.

HPE 265 Self Defense and Karate (1)

This course is to serve as an introduction to Self Defense for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple self defense and gain the ability to defend oneself in an attack situation.

HPE 271 Fencing (2)

This course provides cohesive theory and practical application in fencing instruction. Topics covered include the system of Foil, Epee, and mental preparation of students of competition.

HPE 274 First Aid and Safety (2)

A course designed to provide competencies in knowledge and skills to give immediate care to a person who has been injured or has suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed.

REC 281 Principles and Techniques of Recreation Leadership (3)

Study of the history, theory, and philosophy of recreation, emphasizing the significance of recreation in an age of leisure. Practical leadership techniques for organized recreational activities are also discussed and demonstrated. Special emphasis is placed on program and leadership for the handicapped and aged populations.

REC 284 Outdoor Education and Camping Techniques (3)

Study of the nature and scope of life in the out-of-doors as well as procedures used. It deals with new uses of camping as part of a total education program and integration of outdoor activities into a traditional school pattern.

Examples are provided of successful programs, teachable skills, units of work, conduct of field trips, and utilization of facilities in the immediate vicinity of the schools for overnight, weekend, and longer-term camping experiences.

HPE 285 Supervised Experience in Therapeutic Clinical Settings (1)

Opportunities for the students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 100 clock hours of practical experience is required.

REC 285 Supervised Experience in Recreation (1)

This course is an introduction to professional methodology in recreation and leisure activities. This 50-hour experience will include clinical observation as well as practical experience. It will be guided by Certified Recreation Professionals.

HPE 321 Motor Learning (3)

Study of practical implications of various theories of motor learning. It examines the state of the learner, the nature of skills, and methods of instruction.

REC 322 Therapeutic Recreation (3)

This course deals with the causes of various common physical handicaps, and the fundamental principles in the selection and adaptation of activities given in corrective procedures.

HPE 373 Physiology of Exercise (3) Prerequisite: BIO 371

A course concerned with the application of physiological principles of muscular activity. It is a study of the integration of the human body systems in performance of exercise, including measurement of various physiological parameters during exercise.

HPE 374 Kinesiology and Analysis of Human Movement (3)

Prerequisite: BIO 371

A study of the principles of human motion as well as an anatomical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance.

HPE 375 Kinesiotherapy - Prevention and Care of Injuries (3)

Prerequisites: BIO 372 and HPE 374

A course concerned with human movement and action. It provides knowledge and skills related to handicapped conditions, prevention and care of athletic injuries, development and rehabilitation techniques utilizing diagnostic procedures, massage, taping, bandaging, hydrotherapy, electrotherapy, handling emergency conditions, training, facilities, and hygiene.

HPE 376 Therapeutic Exercise (3)

Prerequisites: BIO 372, and HPE 373 Majors only

A course designed to provide competencies in the therapy and practice of therapeutic exercise in its application to physical rehabilitation of the physically handicapped and the physiological and kinesiological principles related to kinesiotherapy. Preventive and adapted physical education are identified and discussed.

REC 381 Planning and Administration of Social Recreation (3)

A course on the planning of recreational programs for different age groups in all types of recreational agencies. Special attention is given to the planning and conducting of social recreation through classroom discussion and laboratory demonstrations.

REC 382 Parks and Recreation Supervision (3)

A course that deals with varied aspects of parks and playground operations. Management principles and techniques are related to facilities. Personnel and finance are discussed and analyzed. Care and physical maintenance are observed and demonstrated for two semesters.

HPE 385 Supervised Experience in Therapeutic Clinical Settings - II (1)
Prerequisite: HPE 285

Opportunities for students to gain practical experience by working in areas of professional interest under certified practitioner. A minimum of 125 clock hours of practical experience is required. Internship preparation guidelines are introduced.

REC 385 Supervised Experience in Recreation -II (1)
Prerequisite: REC 285

This field 50-hour placement is designed to provide the student with an opportunity to assist in recreation and leisure planning in a professional setting. It may also assist the student in determining potential internship sites. Students will work under the auspices of Certified Recreation Professionals.

HPE 423 Adapted Physical Education and Kinesiotherapy (3)
Prerequisite: BIO 371, BIO 372, and HPE 374

A course designed to provide students with the cognitive, psychomotor, and affective competencies in physical activities that will enable them, as professionals, to design programs to meet the needs of those who have structural, psychological, or developmental disabilities.

HPE 424 Pre-Kinesiotherapy Clinical Practicum (3)
Prerequisite: BIO 372, HPE 374, HPE 375, and HPE 423

A course designed to provide advanced students in kinesiotherapy with clinical experience in specific concerns related to physical medicine and rehabilitation, electrotherapy, patient care, therapeutic exercise, massage, muscle testing, review of professional literature, and thermotherapy, including their modalities and contraindications when in use.

HPE 432 Organization and Administration of Health, Physical Education, Recreation and Kinesiotherapy (3)
Prerequisite: HPE 375; HPE 423 or Recreation majors with junior status

A course designed to provide the preprofessional student with basic knowledge and skills in how to organize, administer, and control programs in school health, physical education, recreation and kinesiotherapy.

HPE 472 Test and Measurements in Adapted Physical Education, Recreation, and Kinesiotherapy (3)

A course designed to familiarize students with the process of collecting statistical data; its interpretation and use in assessments of students, programs, patients/clients, and methodologies; and techniques of test construction and assignment of letter graders.

HPE 485 Supervised Experience in Therapeutic Clinical Settings (1)
Prerequisite: HPE 385

Opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 175 clock hours of practical experience is required.

REC 485 Supervised Experience in Recreation (1)
Prerequisite: REC 385

This field placement of 50 hours is the culmination of a 150-hour three-course practicum experience (REC 285, REC 385, REC 485). It is designed to assist the student with his/her internship placement. Certified Recreation Professionals will direct this supervised experience.

HPE 490 Methods of Teaching Allied Health Sciences

A course designed to provide the student with the basic competencies of how learning takes place through motor skills, and the various techniques and assessments procedures used in teaching motor activities in schools, recreations, and kinesiotherapy settings.

REC 491 Internship in Recreation (6)
Prerequisite: Successful completion of major coursework.

This 300-hour internship will provide students with the opportunity to apply recreation and leisure knowledge skills in a professional setting. Students will be supervised by Certified Recreation Professionals for a nine to twelve week placement. Students must provide their own transportation to placement sites.

HPE 492 Research and Seminar in Allied Health and Kinesiotherapy (3)

A course designed primarily for majors in nonteaching health science areas. Critical issues in kinesiotherapy, physical therapy, occupational therapy, and related health sciences are researched and discussed.

REC 492 Research and Seminar in Recreation (3)

Critical issues in recreation and related leisure activities will be research and discussed.

HPE 493 Clinical Internship in Kinesiotherapy (6-12)

Upon completion of all required courses, the student is assigned to a therapeutic agency specifically related to the student's area of concentration. This 16-week internship is the culmination of a minimum 1,000 clock-hour requirement of supervised clinical experiences for a major in adapted physical education and kinesiotherapy. Given the prior supervised experiences requirement (HPE 285, HPE 385, HPE 485), the internship clock hour requirement should result in no more than 600 clock hours. Students must provide their own transportation to the placement site.

SPP 151 Introduction to Communication Disorders (3)

A survey of the various types of disorders commonly encountered by persons in the speech, language, and hearing professions. Topics include normal conditions and disorders, and the roles and responsibilities of professionals who diagnose and treat these disorders.

SPP 245 Nature of Language (3)

A course that seeks to explain the nature of human symbolization. Areas of study include the acquisition and development of language in children, the role of spoken and written language in society, and an exploratory look at how language determines cultural factors and our perceptions of reality.

SPP 246 Beginning Sign Language (3)

A beginning-level course in sign language designed to introduce manual communication, including finger spelling and communicating with signs.

SPP 247 Intermediate Sign Language (3)

A course designed for those who have a basic knowledge of the principles and use of manual communications.

SPP 251 Phonetics (3)

A course designed to provide students with a basic understanding and workable knowledge of the International Phonetic Alphabet as an important tool in the speech and hearing professions. Mastery of the underlying principles as well as practical application is stressed.

SPP 348 Advanced Sign Language (3)

The final segment of a three-course sequence. Emphasis is placed upon interpretation skills in conversational speech.

SPP 351 Anatomy and Physiology of the Speech and Hearing Mechanism (3) Prerequisite: SPP 151

An in-depth study of organs and systems of the body that contribute to the production and reception of speech.

**SPP 352 Disorders of Articulation (3)
Prerequisites: SPP 151 and SPP 251**

A study of the nature and prevalence of articulation disorders, particularly in children. Attention is directed toward the etiology, diagnosis, and treatment of such disorders. Clinical observation is required.

SPP 353 Disorders of Voice (3) Prerequisites: SPP 351

A broad introduction to the field of functional and organic voice disorders. The course surveys the nature and etiology of these disorders, the problems encountered by persons manifesting such disorders, and diagnosis and rehabilitative techniques.

SPP 355 Stuttering (3)

An exploration of the nature of one of the least understood disorders of human communication. Major emphasis is upon the theories that seek to explain the etiology of this disorder. An analysis of the more prominent therapy techniques is also undertaken.

SPP 360 Speech and Hearing Science (3)

An introduction to the science of the physiology, acoustics and perception of speech.

SPP 361 Introduction to Audiology (3) Prerequisite: SPP 360

A study of the anatomical, psychological, and physiological aspects of hearing. Included is a survey of those pathologies that result in hearing loss, and practice in administering basic tests to identify and determine the extent of hearing loss.

SPP 362 Audiometry (3) Prerequisite: SPP 361

Focus on the rationalization and application of various specialized procedures, techniques, and tools used in the assessment of hearing loss.

SPP 363 Aural Rehabilitation (3) Prerequisite: SPP 361

An exploration of the major experimental and clinical work in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures as well as amplification devices are considered. Information is drawn from professional journals, theses, and dissertations.

SPP 451 Diagnostic Methods in Speech Pathology (3) Prerequisite: 352

A course intended to provide the student with an understanding of and practice in the basic clinical procedure involved in the evaluation of speech disorders. Procedures for report writing, testing, diagnosis, and referral are included.

SPP 452 Physiogenic Disorders (3) Prerequisite: 351

A course intended to acquaint the student with various physiogenic disorders, including cerebral palsy, cleft lip/palate, dysarthria, and apraxia of speech.

SPP 453 Disorders of Language (3)

Concentration on the various disorders associated with the inability to develop or utilize language effectively. Among the topics considered is delayed language development in children due to mental retardation or emotional difficulty.

SPP 467 Clinical Practicum I (3) Prerequisite: SPP 451

An introduction to a "hands-on" approach for the evaluation and remediation of speech, language, and hearing disorders. This course includes comprehensive report writing, record keeping, and presentation of therapeutic techniques through practical application.

SPP 468 Clinical Practicum II (3) Prerequisite: SPP 467

The student assumes an independent role as speech-clinician in the evaluation and therapy processes.

SPP 491 Independent Research Thesis (3-6) Prerequisite: Senior Status

A summary experience for students majoring in speech pathology and audiology. The student is introduced to the experimental methods of scientific and behavioral research. The student is required to design and conduct a research project in an area of speech pathology and audiology.

DEPARTMENT OF BUSINESS AND PUBLIC ADMINISTRATION

DEGREE OFFERED:

- Bachelor of Science in Business Administration
- Bachelor of Arts in Public Administration

DEPARTMENT PURPOSE:

The purpose of the Department of Business and Public Administration is to provide a liberal arts education in the areas of Business and Public Administration that will prepare students for the world of work upon graduation or for studies in graduate or professional school. Students who pursue majors in the Department acquire an indepth knowledge of their discipline and are also required to successfully complete a series of courses designed to develop and strengthen their analytical, cognitive, oral and writing skills, as well as an awareness of and commitment to values.

MAJORS OFFERED:

- Business Administration with concentration in:
Accounting
Computer Information Systems
Management
- Public Administration

Students majoring in Business Administration or Public Administration are required to successfully complete the university core requirements as well as departmental core courses.

DEPARTMENTAL CORE:

CIS 120	Introduction to Computer Applications	3
ACC 241	Accounting Principles I	3
ACC 242	Accounting Principles II	3
BUS 260	Principles of Macroeconomics	3
PAD 320	Organizational Theory & Behaviors	3

The department also offers an associate degree program in Business Management as well as minors in Accounting, Computer Information Systems, Business Management and Public Administration.

**BUSINESS ADMINISTRATION -
CONCENTRATION ACCOUNTING**

The Accounting concentration is designed to expose students to various aspects of management, including fiscal accountability. Students pursuing the Accounting Concentration must complete the University Core Requirements,

the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of “C” or better in all major requirements. The major course requirements for a concentration in Accounting are as follows:

EVR 200	Elementary Statistics	3
BUS 201	Business Law	3
BUS 204	Principles of Business	3
ACC 341	Intermediate Accounting I	3
ACC 342	Intermediate Accounting II	3
ACC 343	Cost Accounting	3
ACC 345	Federal Corporate Income Tax	3
ACC 441	Advanced Accounting I	3
ACC 442	Advanced Accounting II	3
ACC 443	Auditing Principles	3

B.S. DEGREE BUSINESS ADMINISTRATION
Concentration - Accounting
Academic Advisement - Suggested Sequence for Courses

Fall			Spring		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Fund Motor Skills*	1
HPE 111	Personal Health *	1	ENG 111	College Eng & Comp II*	3
ENG 110	Col English & Comp 1*	3	MAT 111	General Math*	3
MAT 110	Basic Math*	3	BIO 111	Intro. to Biological Sci.*	3
ETH 100	Found of Knowledge*	3	SOC 115	Survey of Social Science*	3
ETH 000	Ethics Seminar*	0	CIS 120	Intro to Comp Appl.	<u>3</u>
CIS 101	Concepts of Comp*	<u>3</u>			16
		14			

<i>Sophomore Year</i>					
ENG 112	College Comp & Argu*	3	PHY 112	Intro to Physical Sciences*	1
ETH 200	Ethical Concepts*	3	BUS 201	Business Law	3
ACC 241	Principles of Accounting I	3	INT 115	Survey of World Civ*	3
MAT 112	General Math*	3	ACC 242	Principles of Accounting II	3
BUS 204	Principles of Business	<u>3</u>	ENG 113	College Comp & Research*	<u>3</u>
		15			15

<i>Junior Year</i>					
ACC 341	Intermediate Accounting I	3	ACC 342	Intermediate Acct III	3
MCO 210	Public Speaking*	3	ACC 343	Cost Accounting	3
ETH 300	Professional Ethics*	3	PAD 320	Organ Theory & Behavior	3
HUM 200	Intro. To Humanities*	3	Elective		<u>6</u>
EVR 200	Elementary Statistics	<u>3</u>			15
		15			

Senior Year

ACC 441	Advanced Accounting I	3	ACC 442	Advanced Acct. II	3
ACC 345	Federal Corp Income Tax	3	ACC 443	Auditing	3
Electives		<u>9</u>	Electives		<u>9</u>
		15			15

Total 120 Semester Hours

** University Core Requirements*

BUSINESS ADMINISTRATION - CONCENTRATION MANAGEMENT

The Management concentration uniquely integrates courses in finance, accounting, economics, marketing and management, to prepare the student for corporate America. Students concentrating in Management must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of “C” or better in all major requirements. The major course requirements for a concentration in Management are as follows:

BUS 201	Business Law	3
BUS 204	Principles of Business	3
BUS 261	Principles of Microeconomics	3
BUS 350	Principles of Marketing	3
BUS 361	Human Resources Management	3
BUS 370	Managerial Finance	3
ACC 343	Cost Accounting	3
ACC 345	Federal Corporate Income Tax	3
BUS 480	Quantitative Methods	3
BUS 498	Seminar in Management	3

B.S. DEGREE BUSINESS ADMINISTRATION Concentration - Management Academic Advisement - Suggested Sequence for Courses

Fall			Spring		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Fundamental Motor Skills I*	1
HPE 111	Personal Health*	1	ENG 111	College Eng & Comp II*	3
ENG 110	College Eng & Comp 1*	3	MAT 111	General Math*	3
MAT 110	Basic Math*	3	BIO 111	Intro. To Biological Sci*	3
ETH 100	Found of Knowledge*	3	SOC 115	Survey of Social Science*	3
ETH 000	Ethics Seminar*	0	CIS 120	Intro to Comp Applications	3
CIS 101	Concepts of Comp*	3			16
		14			

Sophomore Year

ENG 112	College Comp & Argu*	3	PHY 112	Intro to Physical Science*	1
ETH 200	Ethical Concepts*	3	BUS 201	Business Law	3
INT 115	Survey of World Civ*	3	BUS 260	Prin. of Macroeconomics	3
MAT 112	General Math*	3	ACC 241	Prin of Accounting. I	3
BUS 204	Principles Of Business	<u>3</u>	ENG 113	College Comp & Res*	<u>3</u>
		15			15

Junior Year

ACC 242	Prin. of Accounting II	3	BUS 361	Human Resource Mgmt.	3
HUM 200	Intro to Humanities	3	ACC 343	Cost Accounting	3
BUS 261	Prin. of Microeconomics	3	BUS 350	Principles of Marketing	3
MCO 210	Public Speaking*	3	PAD 320	Organ. Theory & Behavior	3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Senior Year

BUS 370	Managerial Finance	3	BUS 480	Quantitative Methods	3
ACC 345	Fed Corp Income Tax	3	BUS 498	Seminar in Management.	3
ETH 300	Professional Ethics	3	Electives		<u>2</u>
Elective		<u>6</u>			15
		15			

Total 120 Semester Hours

* *University Core Requirements*

BUSINESS ADMINISTRATION CONCENTRATION - COMPUTER INFORMATION SYSTEMS

The Computer Information Systems concentration provides strong foundations for students aspiring to become application programmers in both public and private sectors. The program is designed with enough flexibility to allow faculty members to constantly update date their course content in order to incorporate the latest information technology. Students concentrating in Computer Information Systems must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of “C” or better in all major requirements. The major course requirements for a concentration in Computer Information Systems are as follows:

CIS 210	Introduction to Computer Information Systems	3
CIS 220	Discrete Structures	3
CIS 230	Introduction to Programming C++	3
CIS 235	Object-Oriented Programming C++	3
CIS 311	Introduction to Business Programming - COBOL I	3

CIS 312	Advanced Business Programming - COBOL II	3
CIS 321	Systems Analysis & Design	3
CIS 332	Database & File Systems	3
CIS 411	Operating Systems	3
CIS 421	Management Information Systems	3
CIS 432	Networks & Telecommunication	3

B.S. DEGREE BUSINESS ADMINISTRATION

Concentration - Computer Information Systems

Academic Advisement - Suggested Sequence for Courses

Fall

Spring

<i>Freshman Year</i>					
ORC 111	Orientation to College*	1	HPE 112	Fund Motor Skills I*	1
HPE 111	Personal Health*	1	ENG 111	College Eng & Comp II*	3
ENG 110	College Eng & Comp 1*	3	MAT 111	General Math*	3
MAT 110	Basic Math*	3	BIO 111	Intro. To Biological Sci*	3
ETH 100	Found of Knowledge*	3	CIS 120	Intro to Comp. Applications	3
ETH 000	Ethics Seminar*	0	SOC 115	Survey of Social Science*	<u>3</u>
CIS 101	Concepts of Comp*	<u>3</u>			16
		14			

<i>Sophomore Year</i>					
ENG 112	College Comp & Argu*	3	ENG 113	College Comp & Research*	3
ETH 200	Ethical Concepts*	3	PHY 112	Intro Physical Science*	3
CIS 210	Introduction to CIS	3	HUM 200	Intro to Humanities*	3
CIS 220	Discrete Structure	3	INT 115	Survey of World Civ*	3
MAT 112	General Math*	<u>3</u>	CIS 230	Intro to Prog-C++	<u>3</u>
		15			15

<i>Junior Year</i>					
ACC 241	Principles Of Accounting I	3	ACC 242	Principles of Accounting II	3
BUS 260	Macroeconomics	3	PAD 320	Org. Theory & Behavior	3
MCO 210	Public Speaking*	3	CIS 312	Adv Bus Prog COBOL II	3
CIS 311	Intro Bus Prog COBOL I	3	CIS 332	Database & File Systems	3
CIS 321	Systems Analysis & Design	<u>3</u>	Elective		<u>3</u>
		15			15

<i>Senior Year</i>					
CIS 411	Operating Systems	3	CIS 432	Networks & Telecom	3
CIS 421	Managing Info Sys	3	Electives		<u>12</u>
Electives		<u>2</u>			15
		15			

Total 120 Semester Hours

* University Core Requirements

PUBLIC ADMINISTRATION MAJOR

The Public Administration major is designed to prepare students for entry level administrative positions in the public sector. The sequence of courses leading to the major is designed to enhance the ability of students to think clearly and critically, to acquire an understanding of self, and to develop a commitment to ethics and values. Students majoring in Public Administration must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of “C” or better in all major requirements. The major course requirements are as follows:

PAD 200	Introduction to Public Administration	3
EVR 200	Elementary Statistics	3
PAD 226	Public Finance & Budgeting	3
PAD 231	Public Personnel Administration	3
PAD 300	Administrative Law	3
PAD 351	Urban Administration & Social Change	3
PAD 355	Comparative Public Administration	3
PAD 372	Public Policy Analysis	3
PAD 401	Management of State & Local Governments	3
PAD 404	Intergovernmental Relations	3
PAD 416	Comprehensive Public Administration	3

B.A. DEGREE PUBLIC ADMINISTRATION
Academic Advisement - Suggested Sequence for Courses

Fall			Spring		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Fundamental Motor Skills*1	
HPE 111	Personal Health*	1	ENG 111	College Eng & Comp II*	3
ENG 110	College Eng & Comp 1*	3	MAT 111	General Math*	3
MAT 110	Basic Math*	3	BIO 111	Intro. to Biological Sci*	3
ETH 100	Found of Knowledge*	3	CIS 120	Intro to Comp. Appl.	3
ETH 000	Ethics Seminar*	0	SOC 115	Survey of Social Science*	<u>3</u>
CIS 101	Concepts of Comp*	<u>3</u>			16
		14			

Sophomore Year					
ENG 112	College Comp & Argu*	3	ENG 113	College Comp & Res*	3
ETH 200	Ethical Concepts*	3	EVR 200	Elementary Statistics	3
MAT 112	General Math*	3	PAD 200	Intro to Pub Adm	3
INT 115	Survey of World Civ	3	ACC 241	Prin of Accounting I	3
MCO 210	Public Speaking*	<u>3</u>	PHY 112	Intro to Physical Science*	<u>3</u>
		15			15

Junior Year

ACC 242	Accounting Principles II	3	PAD 320	Organ Theory & Behavior	3
ETH 300	Professional Ethics*	3	PAD 300	Administrative Law	3
PAD 226	Public Finance & Budget	3	PAD 351	Urban Adm & Soc Change	3
PAD 231	Public Personnel Admin	3	Elective		<u>6</u>
HUM 200	Intro to Humanities	<u>3</u>			15
		15			

Senior Year

PAD 372	Public Policy Analysis	3	PAD 401	Intergymntall Relations	3
PAD 401	Mgmt of State & Loc Gvt	3	PAD 416	Compreh Public Adm	3
Elective		<u>9</u>	Elective		<u>9</u>
		15			15

Total 120 Semester Hours

**University Core Requirements*

ASSOCIATE DEGREE IN BUSINESS MANAGEMENT

Limited to the University's Prison Program and continuing undergraduate education students in Religion and Philosophy.

The Department of Business and Public Administration offers an associate of arts degree program in Business Management for prison inmates only. The course requirements for the degree are:

ENG 111	College English & Composition II	3
ENG 112	College Composition & Argument	3
ENG 113	College Composition & Research	3
MAT 111	General Math I	3
MAT 112	General Math II	3
BIO 111	Introduction to Biological Science	3
SSC 115	Survey of Social Science	3
HUM 200	Introduction to Humanities	3
INT 115	Survey of World Civilizations	3
ACC 241	Accounting Principles I	3
ACC 242	Accounting Principles II	3
BUS 204	Principles of Business	3
BUS 201	Business Law	3
BUS 260	Principles of Macroeconomics	3
BUS 350	Principles of Marketing	3
PAD 320	Organizational Theory & Behavior	3
Electives		12
Total Semester Hours		60

Minors

Students may take a minor in Accounting, Business Management, Computer Information Systems, or Public Administration by completing 15 credit hours in one of these fields.

For a Minor in Accounting, students are expected to complete:

ACC 241	Principles of Accounting I	3
ACC 242	Principles of Accounting II	3
ACC 341	Intermediate Accounting I	3
ACC 343	Cost Accounting	3
ACC 345	Federal Corporate Income Tax	3
Total		15

For a Minor in Business Management, the course requirements are:

BUS 240	Principles of Business	3
BUS 260	Principles of Macroeconom	3
BUS 350	Principles of Marketing	3
BUS 370	Managerial Finance	3
BUS 450	Quantitative Methods	3
Total		15

For a Minor in Computer Information Systems, students are expected to complete:

CIS 220	Discrete Structure	3
CIS 230	Programming Principles & Algorithm I	3
And any Three (3) 300 or Higher Level Courses in the Field		9
Total		15

Public Administration minors must successfully complete the following courses:

PAD 200	Introduction to Public Administration	3
PAD 226	Public Finance & Budgeting	3
PAD 320	Organization Theory & Behavior	3
PAD 372	Public Policy Analysis	3
PAD 401	Management of State & Local Government	3
Total		15

AMERICAN HUMANICS REQUIREMENT

REQUIRED COURSES

Six (6) categories of courses are recommended to fulfill the American Humanics academic requirements and competencies in six primary competency areas for Foundation and Professional Development. They are:

1. Management and Human Resources (Choose 1)

- BUS 204 Principles of Business
- BUS 361 Human Resource Management
- ETH 300 Professional Ethics
- HPE 281 Recreational Leadership
- PAD 200 Introduction to Public Administration
- PAD 231 Public Personnel Administration
- PAD 300 Organizational Theory and Behavior

2. Youth and Human Development (Choose 1)

- EDU 320 Educational Psychology
- EDU 322 Child and Adolescent Psychology
- PSY 201 Introduction to Psychology
- PSY 204 Psychology of Personality
- PSY 210 Human Development
- PSY 304 Abnormal Psychology
- SOC 211 Introduction to Sociology

3. Accounting and Budgeting (Choose 1)

- ACC 241 Accounting Principles I
- ACC 242 Accounting Principles II
- PAD 226 Public Finance and Budgeting

4. Communications and Public Relations (Choose 1)

- BUS 350 Principles of Marketing
- MCO 210 Public Speaking
- SPP 246 Beginning Sign Language
- THR 161 Voice and Diction

5. Program Planning and Evaluation (Choose 1)

- CRJ Law Enforcement Planning and Research
- EDU 250 Teacher as Facilitator
- EVR 325 Program Evaluation
- HPE 381 Planning and Administration of Social Recreation
- SOC 208 Social Change
- SOC 312 Social Stratification

6. Fund Raising and Grant Writing (non-credit seminars)

Course Description

ACCOUNTING

ACC 241 Accounting Principles 1 (3)

Prerequisites: MAT 111 and MAT 112

A study of the theories of debits and credits, principles of various accounting records, classification of accounts, and problems of balance sheet and income statements.

ACC 242 Accounting Principles 11 (3) Prerequisite: ACC 241

A more extensive study of accounting theory, and how accounting can be applied to the keeping of records of various types of professional offices.

ACC 341 Intermediate Accounting 1 (3) Prerequisite: ACC 242

An examination of the relationship between the four basic financial statements, followed by in-depth study of all accounts and related principles that are generally accepted.

ACC 342 Intermediate Accounting 11 (3) Prerequisite: ACC 341

A continuation of ACC 341 with emphasis on elements of liability, equity, income determination, and financial reports.

ACC 343 Cost Accounting (3) Prerequisite: ACC 242

A study of accounting systems with emphasis on the basic elements of manufacturing cost. The course also examines various methods of allocating cost, break even analysis, budgeting, and responsibility accounting.

ACC 345 Federal Corporate Income Tax Accounting (3)

Prerequisites: ACC 241 and ACC 242

A survey of the federal tax provisions relating to business environment with major emphasis on individual and corporate income tax. It also includes laboratory exercises in the preparation of tax returns for corporations and individuals.

ACC 441 Advanced Accounting 1 (3) Prerequisite: ACC 342

A study of advanced financial reporting, including income presentation, segment reporting, interim statements, and partnership accounting.

ACC 442 Advanced Accounting 11 (3) Prerequisite: ACC 441

A study of accounting problems related to business combinations and the resulting financial statements. Not-for-profit entities and the accounting involved are also introduced.

ACC 443 Auditing Principles (3) Prerequisite: ACC 342

A study of auditing reports, standards and procedures, verification of balance sheets, and related nominal accounts in the framework of generally accepted accounting principles and standards.

ACC 485 CPA Review (3) Prerequisite: ACC 342

A review of the four major areas covered on the CPA examination: Auditing, Business Law, Theory, and Problems. In addition, students are coached in test-taking techniques and study patterns for the examination.

ACC 498 Senior Seminar in Accounting (3)

Prerequisite: ACC 342 (graduating seniors only)

A seminar designed to help accounting students apply their previous accounting courses to current accounting issues and problems. The course should aid transition into the professional world.

BUSINESS MANAGEMENT

BUS 201 Business Law (3)

An introduction to the study of the law of contracts, agency, negotiable instruments, bailments, sales, mortgages, bankruptcy, partnership, and corporations.

BUS 204 Principles of Business (3)

An introduction to the basic functions and operations of the free enterprise system in America. Students are introduced to primary disciplines: marketing, production, finance, accounting, and human resource management.

BUS 212 Elementary College Typewriting (3)

A study of the fundamentals of typing, including technical typing operations (touch system), business correspondence, formal letter writing, and report writing, preparing of various types of budgets, and correspondence.

BUS 260 Principles of Macroeconomics (3) Prerequisite: BUS 204

An examination of the determinants of national income, employment, unemployment, real output, and prices. Problems of achieving growth in the midst of inflation are also discussed.

BUS 261 Principles of Microeconomics (3) Prerequisite: BUS 204

An examination of the role of prices in resources allocations, with the individual firm as the focal point. It also includes a discussion of price determinations in various types of market structures and a consideration of market structures and public interest.

BUS 350 Principles of Marketing (3) Prerequisite: BUS 204

An examination of the methods and procedures used by industrial and financial organizations in carrying out their policies of managing human resources.

BUS 362 Money and Banking (3) Prerequisite: BUS 260

A basic study of the principles and functions of money. Attention is directed to banking organization and operations with special emphasis on central banking in the United States.

BUS 370 Managerial Finance (3)

Prerequisites: ACC 241 and ACC 242

A study of the economic and financial structure of firms and their impact on the financial and operational requirements of firms. Concepts such as capital, budgeting, cost of capital, leverage, and long and short term funding are discussed.

BUS 374 Introduction to International Business Operations (3)**Prerequisite: BUS 204**

An introduction to the problems and possibilities of doing business in an international context. The course also prepares the student to see the opportunities and foresee the difficulties inherent in international business.

BUS 480 Quantitative Methods in Business (3)**Prerequisite: senior status**

An examination of the quantitative methods used in business and economics, including methods of maximizing/minimizing objective functions, the analysis and use of statistical methods for planning, decision making, and forecasting.

BUS 498 Seminar in Management (3) Prerequisite: senior status

A seminar intended to assist the graduating senior going into various areas of business administration. Previous knowledge of business problems is required. Oral and written reports are assigned.

COMPUTER INFORMATION SYSTEMS**CIS 110 Concepts of the Computer (3) Prerequisite: none**

This course provides the student with the knowledge and skills necessary to understand and use microcomputer systems for professional, home, and small business tasks. Applications software packages are used to create various types of documents, and to explore cyberspace.

CIS 120 Introduction to Computer Applications (3)**Prerequisite: CIS 110, MAT 111**

This course is designed as an advanced computer concepts and technique course to introduce advanced computer software applications. Students learn advanced skills in word processing, spreadsheet, database management, and presentation. Application softwares in both Business and Public Administration will be covered.

CIS 210 Introduction to Computer Information Systems (3)**Prerequisite: CIS 120, MAT 112**

This course introduces system and quality concepts. It also explores how information technology can be used and designed in organizations. Advance problem solving skills using application softwares are discussed. A programming language will be used to obtain computer solutions of some numerical and non-numerical problems.

CIS 220 Discrete Structures (3)**Prerequisite: CIS 120, MAT 111, MAT 112**

This course is designed to provide the student with knowledge of mathematical topics related to the computer and information sciences, including various number systems and their relationship, logic, sets and relations, algorithms, graph theory, logic circuits, grammar, Boolean algebra, and automata.

CIS 230 Introduction to Programming (3)**Prerequisite:** CIS 210, CIS 220

Students are introduced to programming using C++ as their first programming language. The procedural aspects of programming are stressed first to make the language accessible to an introductory audience. This course provides the student with the knowledge and experience necessary to use the computer effectively in solving general problems and algorithm programs using C++. The requirements of computing systems, the structure of programs and programming, debugging and verification of programs written in C++, and an introduction to object-oriented programming are studied and practiced.

CIS 235 Object-oriented Programming (3) Prerequisite: CIS 230

This is a second part course introducing the concepts of object-oriented programming using C++. A shift is made from procedure aspects of programming to object-oriented programming. This course provides the student with the knowledge and experience necessary to use the computer effectively in solving general problems and algorithm programs using C++.

CIS 311 Introduction to Business Programming - COBOL I (3)**Prerequisite:** CIS 230

An introduction to computer programming in common business-oriented applications using ANSI COBOL. Included are analysis of the problem, development of the structure, formulation of the algorithms, design of the programs, coding and debugging the programs, and hands-on running of the programs.

CIS 312 Advanced Business Programming - COBOL II (3)**Prerequisite:** CIS 312

A second course in programming business applications in structured ANSI COBOL. The emphasis is placed on determination of the structure, design on the program, preparation of appropriate documentation, I/O editing, table processing, preparing test data files, file creation and access, and hands-on running of the program.

CIS 321 Systems Analysis and Design (3) Prerequisite: CIS 230

This course focuses on the methods of systems and analysis and the skills needed to be effective. It provides an overview of the systems development life cycle (SDLC) and delves into the study and design phases through the use of both classical and structured tools and techniques for describing process flows, I/O designs and program specifications. It includes discussion of the information gathering and reporting activities and of the transition from analysis to design.

CIS 332 Database and File Systems (3) Prerequisite: CIS 321

An in-depth study of the analysis and implementation of computerized filing systems for the support of large databases. Included are relational model and design, syntactic and semantic design issues, database specifications, DBMS, design processes, and implementation.

CIS 411 Operation Systems (3) S Prerequisite: CIS 332

This course introduces students to the use of operating systems in such a way that the allocation and utilization of the computer system's resources are optimized. It also introduces students to operating system structures, process and storage management, I/O systems, distributed systems, security, and case studies.

CIS 421 Management Information Systems (3) Prerequisite: CIS 321

This course is an in-depth study of the computer as an organizational information system. It also provides students with an opportunity to gain practical skills in designing, implementing, and maintaining computer-based information systems.

CIS 432 Networks and Telecommunication (3) Prerequisite: CIS 322

This course is an introduction to computer networks, protocols and standards, regulatory issues, network topology, multiplexing, data link, local area network, TCP/IP and the Internet, and network management.

PUBLIC ADMINISTRATION

PAD 200 Introduction to Public Administration (3)

An introduction to the various aspects of public administration, for example policy analysis, budgeting, and personnel administration.

PAD 226 Public Finance and Budgeting (3) Prerequisite: PAD 200

An examination of public budgetary theory and process, budgetary reforms, revenue systems, fiscal and monetary policies, cash management, and debt administration.

PAD 231 Public Personnel Administration (3) Prerequisite: PAD 200

A study of human resource management in governmental organizations. The emphasis is on the historical development of public personnel administration, the concept of merit system, affirmative action, classification, testing, training, and organizational development.

PAD 300 Administrative Law (3) Prerequisite: PAD 200

An analysis of the various safeguards established in the administrative system to ensure that the rights and liberties of those more directly served by the system. It includes issues of delegation of power to administrators; administrative discretion; administrative adjudication; components of fair hearing; and government regulations.

PAD 320 Organizational Theory and Behavior (3)

An examination of social, psychological and behavioral aspects of organization, including the concept of administrative leadership.

PAD 351 Urban Administration and Social Change (3)

Prerequisite: PAD 200

A study of the theories and concepts of social change and their impact on and relationships to the administrative process. It also examines social change in

urban areas while focusing on the role of public administrators in bringing about those changes.

PAD 355 Comparative Public Administration (3)

Prerequisite: PAD 200

An examination of the methodology, theory, and models for comparison of administrative systems of different countries. It also includes the study of the functional process of administration in developing nations and the role of bureaucracy in development and nation building.

PAD 372 Public Policy Analysis (3)

Prerequisites: PAD 200 and PAD 226

An examination of the process of public policy formulation, implementation, and evaluation. It also includes study of the politics/administration dichotomy.

PAD 401 Management of State and Local Government (3)

Prerequisite: PAD 351

A study of problems and functioning of state and local government in the United States, including an examination of the legal basis of state and local charters with an emphasis on North Carolina governmental units.

PAD 404 Intergovernmental Relations in the U.S. (3)

Prerequisite: PAD 231

An examination of the constitutional, political, and administrative characteristics of American Federalism, including regionalism, interstate compacts, and intergovernmental revenue.

PAD 412 Management of Health Services (3) Prerequisite: PAD 231

A study of organizational characteristics of health agencies, with emphasis on program development, agency building, staffing, budgeting, controlling performance standards, interagency coordination, and research needs.

PAD 416 Comprehensive Public Administration (3)

Prerequisite: senior status in Public Administration

A review and analysis of various developments in and complexities of public administration and its role in social, economic, and political systems. Emphasis is on case studies of various issues and problems, especially ethics related ones.

PAD 498 Senior Seminar in Public Administration (3)

Prerequisite: senior status in Public Administration

Provides the student with a comprehensive insight into the various concepts and issues relating to public administration. Thus, the course aims at creating conceptual clarity about theories and practice of public administration and increasing the analytical ability of the students.

PAD 499 Internships in Public Administration (3)

Prerequisites: senior status and consent of advisor

Students are assigned to public agencies in their area of interest. Students are expected to participate in staff and internship conferences.

DEPARTMENT OF CRIMINAL JUSTICE

DEGREE OFFERED:

Bachelor of Arts in Criminal Justice

DEPARTMENT PURPOSE:

The purpose of the Department of Criminal Justice is to prepare individuals for a variety of careers in the helping professions such as law enforcement, probation and parole, court administration, private security, and others. Emphasis is also placed on preparing students for graduate and professional studies.

The major in criminal justice consists of a 10-course sequence with a concentration in either **Law Enforcement and Police Science, Corrections and Social Rehabilitation**, or **Pre-Law**. Students are required to complete the university core courses (54), the departmental core courses (12), electives (24) and the 10-course sequence in one of the above concentrations, for a total of 120 semester hours. The grade of “C” or above must be earned in all major courses.

Law Enforcement and Police Science-Concentration

The law enforcement and police science concentration is designed to prepare individuals for careers in law enforcement at the local, state and federal levels.

The departmental core courses are as follows:

CRJ 200:	Introduction to Criminal Justice	3
PSY 201:	Introduction to Psychology	3
SOC 202:	Introduction to Gerontology	3
SOC 211:	Introduction to Sociology	3

Major Requirements

CRJ 300:	Introduction to Law Enforcement	3
CRJ 301:	Court Administration	3
CRJ 302:	Juvenile Delinquency	3
CRJ 307:	Probation & Parole	3
CRJ 311:	Evidence Law Enforcement	3
CRJ 313:	Basic Criminal Procedure	3
CRJ 400:	Criminal Law	3
CRJ 403:	Basic Criminal Investigation	3
CRJ 408:	Law Enforcement Planning	3
CRJ 431:	Seminar Criminal Justice	3

CRIMINAL JUSTICE (Law Enforcement)
B.A. Degree
Academic Advisement - Suggested Sequence of Courses

Fall

Spring

Freshman Year

*ORC 111	Orientation to College	1	*HPE112	Health & Physical Ed	1
*HPE 111	Health & Physical Ed	1	*ENG 111	English Composition II	3
*ENG 110	College English & Comp I	3	*MAT 111	General Math I	3
*MAT 110	Basic Math	3	*INT 115	Survey of World Civ	3
*BIO 111	Intro to Biological Science	3	*SOC 115	Survey of Social Science	3
*ETH 100	Foundations of Knowledge	3	Elective		<u>3</u>
*ETH 000	Seminar	<u>0</u>			16
		14			

Sophomore Year

*ENG 112	Composition & Argument	3	*ETH 200	Ethical Concepts	3
*PHY 112	Intro to Physical Science	3	*HUM 200	Intro to Humanities	3
*CIS 101	Introduction to Computers	3	*MCO 210	Public Speaking	3
*MAT 112	General Math II	3	SSC 202	Intro to Gerontology	3
CRJ 200	Intro to Criminal Justice	<u>3</u>	*ENG 113	Comp & Research	<u>3</u>
		15			15

Junior Year

*ETH 300	Professional Ethics	3	CRJ 302	Juvenile Delinquency	3
CRJ 300	Intro to Law Enforcement	3	CRJ 307	Probation & Parole	3
CRJ 301	Court Administration	3	CRJ 311	Evidence in Law Enforc	3
PSY 201	Introduction to Psychology	3	SOC 211	Intro to Sociology	3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Senior Year

CRJ 313	Basic Criminal Procedure	3	CRJ 408	Law Enf Plan & Resrch	3
CRJ 400	Criminal Law	3	CRJ 431	Seminar in Criminal Justice	3
CRJ 403	Basic Criminal Investigation	3	Elective		3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Total - 120 Semester Hours

Corrections and Social Rehabilitation-Concentration

The Corrections and Social Rehabilitation concentration is specifically designed to prepare individuals for careers in the area of corrections at the local, state and federal levels.

The departmental core courses are as follows:

CRJ 200:	Introduction to Criminal Justice	3
PSY 201:	Introduction to Psychology	3
SOC 202:	Introduction to Gerontology	3
SOC 211:	Introduction to Sociology	3

Major Requirements

CRJ 203:	Criminology	3
CRJ 301:	Court Administration	3
CRJ 302:	Juvenile Delinquency	3
CRJ 307:	Probation & Parole	3
CRJ 310:	Introduction to Correction	3
CRJ 311:	Evidence Law Enforcement	3
CRJ 313:	Basic Criminal Procedure	3
CRJ 401:	Law and Corrections	3
CRJ 402:	Community Based Corrections	3
CRJ 431:	Seminar Criminal Justice	3

CRIMINAL JUSTICE (Correction and Rehabilitation)
B.A. Degree
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
*ORC 111	Orientation to College	1	*HPE 112	Health & Physical Ed	1
*HPE 111	Health & Physical Ed	1	*ENG 111	English Composition II	3
*ENG 110	College English Comp I	3	*MAT 111	General Math I	3
*MAT 110	Basic Math	3	*SOC 115	Survey of Social Science	3
*BIO 111	Intro to Biological Science	3	*INT 115	Survey of World Civ	3
*ETH 100	Foundations of Knowledge	3	Elective		<u>3</u>
*ETH 000	Seminar	<u>0</u>			16
		14			

Sophomore Year					
*ENG 112	Composition & Argument	3	CRJ 203	Criminology	3
*PHY 112	Intro to Physical Science	3	*HUM 200	Intro to Humanities	3
*CIS 101	Introduction to Computers	3	*MCO 210	Public Speaking	3
*MAT 112	General Math II	3	*ETH 200	Ethical Concepts	3
CRJ 200	Intro to Criminal Justice	<u>3</u>	*ENG 113	Composition & Research	<u>3</u>
		15			15

Junior Year

*ETH 300	Professional Ethics	3	CRJ 307	Probation & Parole	3
SOC 211	Introduction to Sociology	3	CRJ 310	Intro to Corrections	3
CRJ 301	Court Administration	3	CRJ 302	Juvenile Delinquency	3
Elective		3	SOC 202	Intro to Gerontology	3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Senior Year

CRJ 311	Evidence in Law Enforcemnt	3	CRJ 402	Community-Based Corr	3
CRJ 313	Basic Criminal Procedure	3	CRJ 431	Seminar in Criminal Justice	3
CRJ 401	Law and Corrections	3	Elective		3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Total - 120 Semester Hours

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

Pre-Law-Concentration

The pre-law concentration is specifically designed for those individuals who desire to attend law school.

The pre-law departmental core courses are as follows:

CRJ 200:	Introduction to Criminal Justice	3
PSY 201:	Introduction to Psychology	3
SOC 202:	Introduction to Gerontology	3
SOC 211:	Introduction to Sociology	3

Major Requirements

CRJ 203:	Criminology	3
CRJ 301:	Court Administration	3
CRJ 302:	Juvenile Delinquency	3
CRJ 305:	Constitutional Law	3
CRJ 311:	Evidence Law Enforcement	3
CRJ 313:	Basic Criminal Procedure	3
CRJ 320:	Court Procedure	3
CRJ 400:	Criminal Law	3
CRJ 431:	Seminar Criminal Justice	3
BUS 201:	Business Law	3

CRIMINAL JUSTICE (Pre-Law)
B.A. Degree
Academic Advisement - Suggested Sequence of Courses

Fall

Spring

Freshman Year

*ORC 111	Orientation to College	1	*HPE 112	Health & Physical Ed	1
*HPE 111	Health & Physical Ed	1	*ENG 111	English Composition II	3
*ENG 110	College English & Comp I	3	*MAT 111	General Math I	3
*MAT 110	Basic Math	3	*INT 115	Survey of World Civ	3
*BIO 111	Intro to Biological Science	3	*SOC 115	Survey Social Science	3
*ETH 100	Foundations of Knowledge	3	Elective		<u>3</u>
*ETH 000	Seminar	<u>0</u>			16
		14			

Sophomore Year

*ENG 112	Composition & Argument	3	CRJ 203	Criminology	3
*PHY 112	Intro to Physical Science	3	*HUM 200	Intro to Humanities	3
*CIS 101	Introduction to Computers	3	*MCO 210	Public Speaking	3
*MAT 112	General Math II	3	*ETH 200	Ethical Concepts	3
CRJ 200	Intro to Criminal Justice	<u>3</u>	*ENG 113	Composition & Research	<u>3</u>
		15			15

Junior Year

*ETH 300	Professional Ethics	3	CRJ 305	Constitutional Law	3
SOC 211	Intro to Socia Science	3	BUS 201	Business Law	3
CRJ 301	Court Administration	3	CRJ 302	Juvenile Delinquency	3
PSY 201	Intro to Psychology	3	SOC 202	Intro to Gerontology	3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Senior Year

CRJ 313	Basic Criminal Procedure	3	CRJ 311	Evidence in Law Enfrcmnt	3
CRJ 400	Criminal Law	3	CRJ 320	Court Procedure	3
Elective		3	CRJ 431	Seminar in Criminal Just	3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

Total - 120 Semester Hours

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

ASSOCIATE DEGREE

The associate degree in criminal justice is available to those individuals who may wish to increase their knowledge of criminal justice but do not wish to pursue a four-year program.

The required courses for the associate degree are as follows:

- *ENG 110: College English and Composition I
- *ENG 111: College English and Composition II
- *ENG 112: College Composition & Argument
- *ENG 113: College Composition & Research
- *CIS 101: Introduction to Computers
- *BIO 111: Introduction to Biological Science
- *MAT 111: General Math I
- *MAT 112: General Math II
- *MCO 210: Public Speaking
- PSY 201: Introduction to Psychology
- SOC 211: Introduction to Sociology
- CRJ 200: Introduction to Criminal Justice
- CRJ 203: Criminology
- CRJ 301: Court Administration
- CRJ 302: Juvenile Delinquency
- CRJ 307: Probation & Parole
- CRJ 313: Basic Criminal Procedure

Nine hours of electives, in addition to the above courses, are also required for a total of sixty (60) semester hours.

* *University core course*

Course Description

CRJ 200 Introduction to Criminal Justice (3)

The course is designed to introduce students to the major areas within the criminal justice system. Special topics will include an overview of the criminal justice process, constitutional limitations and problems and criticisms of contemporary criminal justice.

CRJ 203 Criminology (3)

The course deals with the causes, nature and extent of crime and the policies used in dealing with crime and criminals. Special topics include the definition of crime, crime statistics, theories of crime causation and crime typologies.

CRJ 300 Introduction to Law Enforcement (3)

This course deals with the philosophical, cultural and historical backgrounds of the police role in the criminal justice system.

CRJ 301 Court Administration (3) Pre: CRJ 200 or CRJ 203

This course examines the courts and law enforcement's role in the criminal justice process. Special topics discussed include courts as a political subsystem in comparative perspective, judicial decision-making and the development of public policy through the judicial process.

CRJ 302 Juvenile Delinquency (3) Pre: CRJ 200 or CRJ 203

The course is concerned with both the legal and social character of juvenile delinquency. It considers theories of delinquency, contributing social problems, adolescence as a subculture, the adjudication process for delinquents and modern trends in prevention and treatment.

CRJ 305 Constitutional Law (3) Pre: CRJ 200 or CRJ 203

The course examines congressional, judicial and executive powers, rights provided by the First Amendment as well as constitutional amendments which deal with police powers and implied law enforcement operational activities.

CRJ 307 Probation and Parole (3) Pre: CRJ 200 or CRJ 203

This course deals with the development, organization, operation and results of systems of probation and parole as substitutes for incarceration.

CRJ 310 Introduction to Corrections (3)

This course provides an overview of the American correctional system. Special topics include analysis and evaluation of the historical and contemporary correctional system, the development, organization and results of different systems.

CRJ 311 Evidence in Law Enforcement (3) Pre: CRJ 200 or CRJ 203

This course deals with the rules of evidence and their application to law enforcement operations. Special topics include: classification of evidence, utilization of evidence, courtroom presentation, hearsay rule and exceptions, impeachment and cross-examination, privileges, and others.

CRJ 313 Basic Criminal Procedure (3) Pre: CRJ 200 or CRJ 203

This course examines basic rights of individuals as they are processed through the criminal justice system. Special topics include: arrest, search and seizure, use of informants, entrapment, the exclusionary rule, police line-ups and others.

CRJ 320 Court Procedure (3) Pre: CRJ 200 or CRJ 203 and CRJ 313

The course is designed to study, in some detail, the major judicial procedures following an arrest or arraignment to final case disposition and sentencing. Specific topics will include current trial techniques, legal defenses, courtroom procedures and others.

CRJ 400 Criminal Law (3) Pre: CRJ 200 or CRJ 203

The course is concerned with the nature, sources and types of substantive criminal law. Some attention will be given to historical origins of the criminal law with special emphasis being placed on North Carolina penal code.

CRJ 401 Law and Corrections (3) Pre: CRJ 200, CRJ 307, CRJ 310

The course surveys the legal aspects of incarceration, institutionalization, rehabilitation, and post release programs. Special topics include: inmate rights, sentence investigation and others.

CRJ 402 Community Based Corrections (3)

Pre: CRJ 200, CRJ 307, and CRJ 310

This course examines the history, philosophy, theory and functions of halfway houses, work release centers and other forms of community based treatment programs available to the offender. The course also explores current innovations and practices.

CRJ 403 Basic Criminal Investigation (3)

Pre: CRJ 200 or CRJ 203, CRJ 311 and CRJ 400

The course deals with the role of the criminal investigator and investigative methodology. Specific topics include: investigative techniques, crime scene searches, presentation of police cases in court and others.

CRJ 407 Middle Management for Law Enforcement Personnel (3)

Pre: CRJ 200 and CRJ 300

This course is concerned with the evaluation and analysis of supervisory practices for the experienced middle command officers, patrol and line operations, and the application of sound middle management practices to police agencies in the U.S.

CRJ 408 Law Enforcement Planning and Research (3) Pre: CRJ 200 or CRJ 203 and 9 additional hours of Criminal Justice courses

The course deals with problems and practices of police agency planning, budget, manpower, community needs, and others.

CRJ 431 Seminar in Criminal Justice (3) Pre: CRJ 200 and 12 additional hours of Criminal Justice courses

The course is primarily designed to integrate and synthesize the various components of the criminal justice system and to assist students in preparing for the world of work once they leave the University. Major emphasis will be placed on career development, career planning, human relations and management skills that facilitate employment.

CRJ 432 Individual Studies (1-3) Pre: CRJ 200, 12 additional hours of Criminal Justice courses, and permission of the instructor

The course is designed to give advanced students academic flexibility by providing opportunities for them to do supervised individual reading and research in criminal justice.

CRJ 434 Internship (3) Pre: CRJ 200, 12 additional hours of Criminal Justice, and permission of the instructor

The course is open to upper level criminal justice majors and is designed to provide them with opportunities to apply academic training in a practical criminal justice setting. The course will be jointly supervised by criminal justice staff and agency personnel.

DEPARTMENT OF EDUCATION

DEGREE OFFERED:

Bachelor of Arts

DEPARTMENT PURPOSE:

The purpose of the Education Department is to prepare students who will function as competent and effective professionals who are critical thinkers and problem solvers. The broad content knowledge of the University core courses provide the foundation for the knowledge base of the professional education component. The breadth of this foundation includes content knowledge in communications, mathematics, science, history, philosophy, literature, and the arts. Courses in these disciplines introduce students to such traditional forms of scholarly inquiry as the research paper, the oral and written report, and scientific methods in a laboratory setting. The professional education component provides additional breadth as students are engaged in: 1) the investigation of topics using technology skills, 2) reviewing and critiquing of nonprint materials, and 3) attending seminars to enhance the students exposure to current trends and issues in education. The Education Department's emphasis on critical thinking makes questioning an integral part of the unit's approach to scholarship. Through exposure to theory and theory development in professional studies courses in concert with clinical and practicum experiences, students develop their own theory and philosophy of education and are able to make proper application to practical settings.

MAJORS OFFERED:

The Education Department offers a Bachelor of Arts Degree. Education majors may choose specific concentrations from six different specialty areas from the list below and from two different program orientations (teacher certification or education general studies). Each student is encouraged to choose a specialty area by the end of the sophomore year and a program orientation by the end of the junior year.

- Biology Education (9-12 Licensure)
- Elementary Education (K-6 Licensure)
- English Education (9-12 Licensure)
- Mathematics Education (9-12 Licensure)
- Social Studies Education (9-12 Licensure)
- Special Education: Mentally Handicapped (K-12 Licensure)

TEACHER EDUCATION PROGRAM

The Teacher Education Program leads to full certification in the State of North Carolina (upon satisfactory completion of the Teacher Education Program).

Prior to admission into the Teacher Education Program, students are to complete the following:

- EDU 211 Foundation of Education-Lab
- EDU 250 Teacher As A Facilitator-Lab
- EDU 311 Mainstreaming Exceptional Children in the Regular Classroom
- EDU 320 Educational Psychology (Secondary Education Majors)
- EDU 322 Child and Adolescent Psychology (Elementary Education)
- **Complete and pass the PRAXIS I (Communication Skills - Reading, Writing, and Mathematics) prior to admission into the Teacher Education Program**

ADMISSION TO THE TEACHER EDUCATION PROGRAM

- Student applies through application by the end of sophomore year
- The student submits the completed application to his/her advisor (a part of the application is a writing sample)
- Letters of recommendation from academic major advisor and two additional faculty members
- University transcript (end of Sophomore year to validate 2.5 GPA and junior status)
- Interview
- Complete and pass the PRAXIS I. The tests are generally taken at the end of the sophomore year and must be completed satisfactorily prior to the semester they register for student teaching
- Attend all scheduled Shaw Teacher Education Program meetings, seminars, workshops, etc.

(Notification to students of status will follow faculty review of completed Application for Admission and Interview)

STUDENT TEACHING CRITERIA FOR LICENSURE

Students pursuing the Teacher Education Program complete student teaching as the Level III field experience. The semester before the experience, each student contacts the Supervisor of Field Experience to coordinate this requirement which is to occur in the following semester.

General Education Criteria for non-licensure students may complete the General Education Track — which is a non-licensure track. A planned program is designed for students who choose this track.

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

MAJOR IN BIOLOGY EDUCATION 9-12 LICENSURE

The Biology Education Major is a major for students who wish to pursue a degree in teacher education at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides an understanding of basic concepts and laws of science, the natural world and relationship between science and technology. Students develop skills needed to interact with children in grades 9-12.

Core Requirements:

*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Introduction to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	World Civilization	3
ETH 100	Foundations of Knowledge & Ethics	
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
MAT 112	General Math II	3
MAT 113	Intermediate Algebra	3
ORC 111	Orientation to College	1
PHY 112	Introduction to the Physical Science	3
PHY 114	Physical Science Lab	1
SOC 115	Introduction to Social Sciences	3
CIS 101	Introduction to Computers	3
	English & Math Comprehensive Exams	0

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction to Philosophy	3
EDU 218	Praxis Lab	0
EDU 360	Reading in the Content Area	3
	Praxis I	
	Praxis Exams	
	Principles of Learning and Teaching (PLT)	
	Specialty Area - Biology 9-12	

Specialty Area Requirements

BIO 211	General Biology	4
BIO 212	General Zoology	4
BIO 232	General Botany	4
BIO 312	Comparative Vertebrate Anatomy	4
BIO 323	Vertebrate Physiology or BIO 371	4
BIO 332	Microbiology	4
BIO 423	Ecology	4
BIO 491	Research	1-3
BIO 432	Biochemistry	4
BIO 452	Frontiers in Cell and Molecular Biology	3
CHE 212	General Chemistry I	4
CHE 214	General Chemistry II	4
CHE 341	Organic Chemistry I	4

Education Requirements

EDU 211	Foundation of Education w/Field Lab	3
EDU 250	Teacher as a Facilitator of Learning w/Field Lab	3
EDU 311	Mainstreaming the Exceptional Student	3
EDU 320	Educational Psychology	3
EDU 415	Tests and Measurements	3
EDU 428	Essential Technology for Teachers	3
EDU 466	Teaching Science in the Secondary School	3
EDU 495	Reflective Student Teaching	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

BIOLOGY EDUCATION (9-12) Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
CHE 212	General Chemistry I	4	BIO 211	General Biology	4
CHE 212	General Chemistry Lab	0	BIO 211	General Biology Lab	0
MAT 115	Pre-Calculus	4	CHE 214	General Chemistry II	4
ENG 111	College English & Comp I	3	CHE 214	General Chemistry II Lab	0
SOC 115	Intro to Social Science	3	MAT 116	Computational Science	4
ORC 111	Orientation to College	1	ENG 112	College English & Comp II	3
ETH 100	Foundation of Ethics	3	INT 115	Intro to World Civ	<u>3</u>
ETH 000	Seminar	<u>0</u>	Praxis Lab		
	Praxis Lab				
		18			18

Sophomore Year

BIO 232	General Botany	4	BIO 312	Comparative Vert. Anatomy	4
BIO 232	General Botany Lab	0	BIO 312	Lab	0
ENG 113	College Comp & Argument	3	BIO332	Microbiology w/Lab	4
EDU 211	Foundation Field Lab	3	ETH 200	Ethical Concepts	3
CIS 101	Introduction to Computers	3	HPE 112	Fundamental Skills	1
EDU 311	Mainstreaming the Exceptional Student	3	EDU 320	Education Psychology	3
HPE 111	Personal Health & Safety Praxis Lab	1	EDU 250	Teachers as a Facilitator of Learning w/EDU Lab Praxis Lab Praxis I Test	3
					18
					17

Junior Year

MCO 210	Public Speaking	3	BIO 491	Biology Research	4
			BIO 492	Biology Research	
PHY 112	Intro Physical Science	3	BIO 423	Ecology w/Lab	4
PHY 114	Intro Physical Science Lab	1	BIO 323	Vertebrate Physiology	4
PHI 240	Introduction to Philosophy	3	BIO 323	Vertebrate Physiology Lab	0
BIO 432	Biochemistry w/Lab	4	ETH 300	Professional Ethics	3
CHE 341	Organic Chemistry w/Lab Praxis Lab	3	HUM 200	Introduction to Humanities Praxis Lab	3
					17
					18

Senior Year

EDU 360	Reading in the Content	3	EDU 495	Reflective Student Teaching	2
EDU 415	Test & Measurements	3	EDU 499	Student Teaching	10
EDU 428	Essential Tech for Teachers	3	Praxis Exam II-Specialty		
EDU 466	Teaching Science in Secondary Schools	3	or		
HUM 210	Survey of the Arts	3	12 Hours of Approved Curses		12
	Praxis Exam -Principals of Learning & Teaching	3			
					15

Total Academic Hours in Biology Education: 133

MAJOR IN ELEMENTARY EDUCATION K-6 LICENSURE

The Elementary Education Major is a major for students who wish to pursue a degree in teacher education at the elementary education level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides an understanding of child development, intellectual development and issues related to elementary education. Students develop skills needed to interact with children kindergarten through grade 6.

Core Requirements:

*BIO 211	General Biology w/BIO 211 Lab	4
CIS 101	Introduction to Computers	3
*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Intro to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	Introduction to World Civilization	3
INT 215	Western Civilization	3
ETH 100	Foundations of Knowledge & Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
*MAT 110	Basic Mathematics	3
*MAT 111	General Math I	3
MAT 112	General Math II	3
ORC 111	Orientation to College	1
PHY 112	Intro to the Physical Science	3
PHY 114	Physical Science Lab	1
SOC 115	Intro to Social Sciences	3
English & Math Comprehensive Exams		0

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction Philosophy	3
EDU 218	Praxis Lab	0
	Praxis Exams	
	Praxis I	
	Principles of Learning and Teaching (PLT)	
	Specialty Area-Elementary Education K-6	

Specialty Area Requirements

ENG 309	Advanced Composition	3
HIS 361	NC History	3
HIS 321	US History or HIS 322: US History II	3
INT 211	Principles of Geography	3
SPA 151	Spanish I, FRE 151: French I or SPP 246: Beg Sign Language	3
EDU 322	Child and Adolescent Psychology	3
EDU 350	Children's Literature	3
EDU 455	Arts Education	3
EDU 463	Teaching Language Art and Social Studies in Elementary School	3
EDU 464	Health and Physical Education in Elementary School	3
EDU 477	Teaching Reading in the Elementary School	3
MAT 113	Intermediate Algebra	3

Education Requirements

EDU 211	Foundations of Education w/Field-Based Experience	3
EDU 250	Teacher as a Facilitator of Learning w/Field-Based Exp	3
EDU 311	Mainstreaming the Exceptional Student	3
EDU 415	Tests and Measurements	3
EDU 428	Essentials Technology For Teachers	3
EDU 460	Teaching Math and Science in the Elementary Schools	3
EDU 495	Reflective Student Teaching	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

ELEMENTARY EDUCATION (K-6)
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ENG 111	College English & Comp I	3	ENG 112	College Comp & Argument	3
INT 115	Survey of World Civ	3	MAT 112	General Math II	3
MAT 111	General Mathematics I	3	HPE 111	Personal Health & Safety	1
ORC 111	Orientation to College	1	CIS 101	Introduction. to Computers	3
SOC 115	Intro to Social Science	3	MCO 210	Public Speaking	3
ETH 100	Found of Knowledge & Ethics	3	PHI 240	Introduction.to Philosophy	3
ETH 000	Seminar	0	Praxis Lab		
Praxis Lab					
		16			

<i>Sophomore Year</i>					
EDU 322	Child & Adolescent Psych	3	HUM 210	Survey of the Arts	3
EDU 211	Foundation of Ed. w/Lab	3	PHY 112	Intro to the Physical Sciences	3
BIO 211	General Biology	4	PHY 114	Physical Sciences Lab	1
MAT 113	Intermediate Algebra	3	EDU 250	Teacher as Facilitator w/Lab	3
EDU 311	Mainstreaming Exceptional				
	Child in Regular Classroom	3	ETH 200	Ethical Concepts	3
HPE 112	Fundamental Skills	1	ENG 113	College Comp & Research	3
	Praxis Lab		Praxis Lab		
17			16		

<i>Junior Year</i>					
ENG 211	Intro to World Literature	3	EDU 415	Tests & Measurements	3
EDU 350	Children's Literature	3	MCO 210	Public Speaking	3
EDU 455	Arts Education	3	EDU 464	Health & PE in Elem School	3
HIS 361	NC History	3	EDU 463	Teaching Lang Arts &	
HIS 321	US History or HIS 322	3		Social Studies Elem Schools	3
INT 211	Principles of Geography	3	INT 215	Western Civilization	3
	Praxis Lab		ETH 300	Professional Ethics	3
			Praxis Lab		
18			18		

Senior Year

EDU 428	Essential Tech for Teachers	3	EDU 495	Reflective Teaching Seminar	2
ENG 309	Advanced Composition	3	EDU 499	Student Teaching	<u>10</u>
EDU 460	Teaching Math & Science in Elementary Schools	3		Praxis Lab	
EDU 477	Teaching Reading in the Elementary School	3		or 12 Hours of Approved Courses	
SPA 151	Span I or FRE 151: French I	<u>3</u>			12
	Praxis Lab				

15

Total Academic Hours in Elementary Education: 128

MAJOR IN ENGLISH EDUCATION 9-12 LICENSURE

The English Education Major is a major for students who wish to pursue a teaching degree at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum places emphasis on literacy, oral, written, visual composition and problem-solving strategies. Students develop skills needed to interact with children in grades 9 through 12.

Core Requirements:

*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
CIS 101	Introduction to Computers	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Introduction to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	Survey of World Civilization	3
ETH 100	Foundations of Knowledge & Ethics	
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
MAT 112	General Math II	3
MAT 113	Contemporary Topics in Math or MAT 115	3
ORC 111	Orientation to College	1
PHY 112	Introduction to the Physical Science	3
PHY 114	Physical Science Lab	1
SOC 115	Introduction to Social Studies	3
	English & Math Comprehensive Exams	0

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction Philosophy	3
EDU 218	Praxis Seminar	0
	Praxis Exams	
	Praxis I	
	Principles of Learning and Teaching (PLT)	
	Specialty Area - English 9-12	

Specialty Area Requirements

ENG 300	Critical Analysis	3
ENG 309	Advanced Composition and Rhetorical Theory	3
ENG 310	Old English to the Neoclassical Literature	3
ENG 311	Romantic to Modern British	3
ENG 312	American Literature: Colonial to Civil War	3
ENG 314	African-American Literature	3
ENG 400	Special Topics: Shakespeare	3
ENG 400	Special Topics: History of the English Language	3
ENG 410	20th Century American Literature	3
EDU 420	Teaching Reading & Adolescent Literature or Approved Elective	3
Approved English Elective		3

Education Requirements

EDU 211	Foundations of Education with EDU 211 Lab	3
EDU 250	Teacher as a Facilitator of Learning with EDU 250 Lab	3
EDU 311	Mainstreaming the Exceptional Student or EDU 370	3
EDU 320	Educational Psychology	3
EDU 415	Tests and Measurements	3
EDU 428	Essential Technology for Teachers	3
EDU 467	Teaching Writing and Related Language Arts/ Secondary Schools	3
EDU 495	Reflective Student Teaching Seminar	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

ENGLISH EDUCATION (9-12)

Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ENG 112	Composition & Argument	3	ENG 113	Composition & Research	3
INT 115	Survey of World Civ	3	MAT 113	Intermediate Algebra	3
MAT 112	General Math II	3	HPE 111	Personal Health & Safety	1
ORC 111	Orientation to College	1	MCO 210	Public Speaking	3
SOC 115	Intro to Social Science	3	HUM 200	Intro to Humanities	3
ETH 100	Found of Knowledge & Ethics	3	PHI 240	Intro to Philosophy	<u>3</u>
ETH 000	Seminar	<u>0</u>		Praxis Lab	
	Praxis Lab				16
		16			
Sophomore Year					
EDU 211	Foundation of Ed w/Lab	3	ENG 300	Critical Analysis	3
BIO 211	General Biology	4	PHY 112	Intro to the Physical Sciences	3
CIS 101	Intro to Computers	3	PHY 114	Physical Sciences Lab	1
EDU 311	Mainstreaming the	3	ETH 200	Ethical Concepts	3
	Exceptional Child		EDU 250	Teacher as Facilitator w/Lab	3
HPE 112	Fundamental Skills	<u>1</u>	EDU 320	Educational Psychology	<u>3</u>
	Praxis Lab			Praxis I Exam	
		14			
			16		
Junior Year					
EDU 415	Tests & Measurements	3	ENG 309	Advanced Comp & Rhetoric	3
ENG 310	Old English to Neoclassical	3	ENG 400	Special Topics: History of	
ENG 311	Romantic to Modern			English Language	3
	British Literature	3	ENG 400	Special Topic: Shakespeare	3
ENG 312	American Lit to the Civil War	3	ENG 410	20th Century Amer Lit	3
ENG 314	African American Lit	<u>3</u>	EDU 420	Teaching Reading & Adol	
				Lit or Approved Elective	3
	Praxis Lab		ETH 300	Professional Ethics	<u>3</u>
		15		Praxis Lab	
			18		
Senior Year					
EDU 428	Essential Tech for Teachers	3	EDU 495	Reflective Teaching Seminar	2
EDU 467	Teachng Writing & Related	3	EDU 499	Student Teaching	<u>10</u>
	Language Arts in Sec Schls			Praxis Lab	
ENG 211	Intro to World Literature	3		or	
HUM 210	Survey of the Arts	3		12 Hours of Approved	
ENG	Approved Elective	<u>3</u>		Courses	
	Praxis Lab				
		15	12		

Total Academic Program in English Education: 122

MAJOR MATHEMATICS EDUCATION 9-12 LICENSURE

The Mathematics Education Major is a major for students who wish to pursue a teaching degree at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides and understanding of the physical world, structure, concepts, and methods of inquiry, clinical and field experiences. Students develop skills needed to interact with children in grades 9 through 12.

Core Requirements:

*BIO 211	General Biology/Lab	4
CIS 101	Introduction to Computers	3
*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Introduction to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	Survey of World Civilization	3
ETH 100	Foundations of Knowledge & Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
MAT 115	Pre-Calculus	3
MAT 116	Computational Science	3
ORC 111	Orientation to College	1
PHY 201	General Physics	3
SOC 115	Introduction to Social Sciences	3
	English & Math Comprehensive Exams	0

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction to Philosophy	3
EDU 218	Praxis Lab	0
EDU 360	Reading in the Content Area	3
	Praxis I	
	Principles of Learning and Teaching (PLT)	
	Specialty Area-Mathematics 9-12	

Specialty Area Requirements

MAT 201	Analytic Geometry & Calculus I	4
MAT 202	Analytic Geometry & Calculus II	4
MAT 203	Analytic Geometry & Calculus III	4
MAT 232	Theory on Numbers	3

MAT 311	Modern Algebra (abstract algebra)	3
MAT 312	Linear Algebra	3
MAT 313	Mathematical Probability & Statistics	3
MAT 323	Modern Geometry	3
MAT 433	History of Math	3
** Approved Math Elective		3
** Approved Math Elective		3

Education Requirements

EDU 211	Foundations of Education w/Field Lab	3
EDU 250	Teacher as a Facilitator of Learning w/Field Lab	3
EDU 311	Mainstreaming the Exceptional Student	3
EDU 320	Educational Psychology	3
EDU 415	Tests and Measurements	3
EDU 428	Essential Technology for Teachers	3
EDU 465	Teaching Math in the Secondary School	3
EDU 495	Reflective Student Teaching	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

***Math electives must be selected from MAT 411, MAT 413, and MAT 417*

MATHEMATICS EDUCATION (9-12)
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ENG 112	College Comp & Argument	3	MAT 201	Analytic Geometry & Calc I	4
CIS 101	Intro to Computers	3	ENG 113	College Comp & Research	3
MAT 115	Pre-Calculus	4	HPE 111	Personal Health & Safety	1
ORC 111	Orientation to College	1			
ETH 100	Found of Know & Ethic	3	SOC 115	Intro. to Social Science	3
ETH 000	Seminar	0	HUM 200	Intro. to Humanities	3
EDU 218	Praxis Lab	0	HPE 112	Fundamental Skills	1
INT 115	Intro to World Civ	3		Praxis Lab	
		17			15

<i>Sophomore Year</i>					
MAT 202	Analytic Geom & Calc II	4	MAT 203	Analytic Geom & Calc III	4
MAT 116	Computational Science	3	MAT 232	Theory of Numbers	3
EDU 311	Mainstreaming, Exceptional Children in the Reg Classroom	3	EDU 250	Teacher As A Facilitator	3
EDU 211	Found of Education w/Lab	3	ETH 200	Ethics Concepts	3
BIO 211	General Biology/Lab	4	EDU 320	Education Psychology	3
	Praxis Lab			Praxis Lab	
		17			16

Junior Year

ENG 211	World Literature	3	MAT 313	Math Probability & Statistics	3
ETH 300	Professional Ethics	3	MAT 433	History of Math	3
MAT 312	Linear Algebra	3	PHI 240	Intro to Philosophy	3
MAT 323	Modern Geometry	3	EDU 415	Tests & Measurements	3
MCO 210	Public Speaking	<u>3</u>	MAT	Math Elective**	3
	Praxis Lab		HUM 210	Survey of the Arts	<u>3</u>
		15		Praxis Lab	
					16

Senior Year

PHY 201	General Physics	4	EDU 495	Reflective Teach Sem	2
PHY 114	Physical Science Lab	1	EDU 499	Student Teaching	<u>10</u>
EDU 465	Teaching Mathematics in a Secondary School	3		Praxis Lab	
EDU 428	Essential Tech For Teachers	3		or	
MAT 311	Modern Algebra	3		12 Hours of Approved Courses	
MAT	Math Elective**	<u>3</u>			12
		17			

Total Academic Hours in Mathematics Education: 127

*** Students may select courses from the following: MAT 411, MAT 413, and MAT 417*

MAJOR IN SOCIAL STUDIES EDUCATION 9-12 LICENSURE

The Social Studies Major is a major for students who wish to pursue a degree in teacher education. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides an understanding of philosophy, civilization, and psychology. Students develop skills needed to interact with children in grades 9 through 12.

Core Requirements:

BIO 211	General Biology w/Biology 211Lab	4
CIS 101	Introduction to Computers	3
*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Introduction to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	Survey of World Civilization	3
ETH 100	Foundations of Knowledge & Ethics	3
ETH 200	Ethical Concepts and Issues	3

ETH 300	Professional Ethics	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
MAT 112	General Math II	3
MAT 113	Intermediate Algebra	3
ORC 111	Orientation to College	1
PHY 112	Introduction to the Physical Sciences	3
PHY 114	Physical Science Lab	1
SOC 115	Introduction to Social Science	3

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction to Philosophy	3
EDU 218	Praxis Lab	0
EDU 360	Reading in the Content Area	3
	Praxis I	
	Praxis Exams	
	Principles of Learning and Teaching (PLT)	
	Specialty Area - Social Studies 9-12	

Specialty Area Requirements

SSC 211	Introduction to Sociology	3
BUS 261	Principles of Microeconomics	3
HIS 361	NC History	3
HIS 321	US History I	3
HIS 322	US History II	3
INT 121	Introduction to World Politics	3
INT 211	Principles of Geography	3
INT 215	Western Civilization	3
INT 351	US Government	3
INT 390	Comparative Political Economy	3
INT 251, INT 252, INT 411, INT 491, REL 290, REL 306, or REL 331		
HIS 203	African-American History I	3
HIS 204	African-American History II or Approved Elective	3

Education Requirements

EDU 211	Foundations of Education w/Lab	3
EDU 250	Teacher as a Facilitator of Learning w/Lab	3
EDU 311	Mainstreaming the Exceptional Student	3
EDU 320	Educational Psychology	3
EDU 415	Tests and Measurements	3
EDU 428	Essential Technology for Teachers	3
EDU 462	Teaching Social Studies in the Secondary School	3
EDU 495	Reflective Student Teaching	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

SOCIAL STUDIES EDUCATION (9-12)

Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
MAT 111	General Math I	3	ENG 112	College Comp & Argument	3
HPE 111	Personal Health & Safety	1	PHY 112	Intro to Physical Science	3
ENG 111	College English & Comp.II	3	PHY 114	Physical Science Lab	1
INT 115	Intro to World Civilization	3	PHY 114	Physical Science Lab	1
ETH 000	Seminar	0	MCO 210	Public Speaking	3
ETH 100	Found of Knowledge & Ethics	3	HPE 112	Fundamental Skills	1
ORC 111	Orientation to College	1	CIS 101	Intro to Computers	3
SOC 115	Intro to Social Sciences	3	MAT 112	General Math II	3
	Praxis Lab			Praxis Lab	
17			17		
Sophomore Year					
EDU 211	Found of Education w/Lab	3	EDU 320	Education Psychology	3
ENG 113	College Comp & Research	3	ETH 200	Ethical Concepts	3
SOC 211	Introduction to Sociology	3	INT 121	Intro to World Politics	3
BIO 211	General Biology	4	EDU 311	Mainstreaming the Exceptional Child	3
MAT 113	Intermediate Algebra	3	ENG 211	Intro to World Literature	3
	Praxis Lab		EDU 250	Teacher as Facilitator w/Lab	3
16			*Praxis I Exam		
			18		
Junior Year					
PHI 240	Introduction to Philosophy	3	EDU 415	Tests & Measurements	3
ETH 300	Professional Ethics	3	HUM 200	Intro to the Humanities	3
INT 252	Contemp Internat Relations	3	HIS 322	US History II	3
BUS 261	Principles of Microeconomics	3	INT 351	US Government	3
HIS 361	NC History	3	HIS 203	or approved Elective	3
HIS 321	US History	3	INT 215	Western Civilization	3
	Praxis Lab			Praxis Lab	
18			18		
Senior Year					
EDU 428	Essential Tech for Teachers	3	EDU 495	Reflece Teaching Seminar	2
HUM 210	Survey of the Arts	3	EDU 499	Student Teaching	10
INT 211	Geography	3		Praxis Lab	
EDU 462	Teaching Social Studies in Secondary School	3		Praxis II Exam or	
INT 390	Comparative Political Economy	3		12 Hours of Approved Credit	
	Praxis Lab				
15			12		

Total Academic Program in Social Studies Education: 131

MAJOR IN SPECIAL EDUCATION-MENTALLY HANDICAPPED K-12 LICENSURE

The Special Education Major is a major for students who wish to pursue a degree in teacher education at the elementary/secondary levels. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides teachers to diagnose the special child, prescribe treatment for the special child and interpret programs for the special child. Students develop skills needed to interact with children in grades K-12.

Core Requirements:

*BIO 211	General Biology/Lab	4
*ENG 110	College English & Composition I	3
*ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
MCO 210	Public Speaking	3
HUM 200	Introduction to the Humanities	3
HUM 210	Survey of the Arts	3
INT 115	Survey of World Civilization	3
ETH 100	Foundations of Knowledge & Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
MAT 112	General Math II	3
MAT 113	Intermediate Algebra	3
ORC 111	Orientation to College	1
PHY 112	Introduction to Physical Science	3
PHY 114	Physical Science Lab	1
SOC 115	Introduction to Social Sciences	3
CIS 101	Introduction to Computers	3
	English & Math Comprehensive Exams	0

Department Requirements

ENG 211	Introduction to World Literature	3
PHI 240	Introduction Philosophy	3
EDU 218	Praxis Seminar	0
EDU 360	Reading in the Content Area	3
	Praxis Exam	
	Praxis I	
	Principles of Learning and Teaching (PLT)	
	Specialty Area - Special Education MH K-12	

Specialty Area Requirements

MAT 113	Intermediate Algebra	3
EDU 309	Introduction Mentally Handicapped	3
EDU 311	Mainstreaming the Exceptional Student	3
EDU 314	Diagnostic Reading for Mentally Handicapped	3
EDU 320	Educational Psychology	3
EDU 370	Exceptionalities in Education	3
EDU 372	Assessment of the Mentally Handicapped	3
EDU 425	Behavior Management of the Exceptional Child	3
EDU 463	Teaching Language Arts and Social Studies in Elementary School	3
EDU 464	Teaching Health and Physical Education in Elementary School	3
EDU 477	Teaching Reading in the Elementary School Approved Elective	3

Education Requirements

EDU 211	Foundations of Education w/Field-Based Experience	3
EDU 250	Teacher as a Facilitator of Learning w/Field-Based Exp	3
EDU 322	Child and Adolescent Psychology	3
EDU 415	Tests and Measurements	3
EDU 428	Essential Technology for Teachers	3
EDU 475	Teaching the Mentally Handicapped Student	3
EDU 460	Teaching Math and Science in the Elementary Schools	3
EDU 495	Reflective Student Teaching	2
EDU 499	Student Teaching	10

**Courses are required only if the student does not meet the requirements on the Placement Exam*

SPECIAL EDUCATION - MENTALLY HANDICAPPED (K-12) Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ENG 111	College English & Comp	3	ENG 112	College Eng & Argument	3
INT 115	Survey of World Civ	3	MCO 210	Public Speaking	3
ETH 100	Found of Knowledge & Ethics	3	MAT 112	General Math II	3
MAT 111	General Math I	3	BIO 211	Biology w/Bio 211 Lab	4
SOC 115	Intro to Social Science	3		Praxis Lab	
ORC 111	Orientation to College	1			
ETH 000	Seminar	0			13
	Praxis Lab				

Sophomore Year

EDU 211	Found of Education w/Lab	3	ETH 200	Ethics Concepts	3
PHY 112	Intro to Physical Science	3	EDU 250	Teacher as Facilitator	3
PHY 114	Physical Science Lab	1	MAT 113	Intermediate Algebra	3
ENG 113	College Comp & Research	3	HUM 210	Survey of the Arts	3
CIS 101	Introduction to Computers	3	EDU 311	Mainstreaming	3
ENG 211	Introduction to World Lit	3		Exceptional Children	
HPE 111	Personal Health & Safety	1	HPE 112	Fundamental Skills	1
	Praxis Lab			Praxis Lab	
		17			16

Junior Year

EDU 370	Exceptionalities in Education	3	EDU 309	Intro Mentally Handicap	3
PHI 240	Introduction to Philosophy	3	EDU 314	Diagnostic Reading	3
HUM 200	Intro to the Humanities	3	EDU 425	Behavior Management	3
EDU 322	Child & Adolescent Psychology	3	EDU 463	Teach LA & Social Studies	3
EDU 415	Tests & Measurements	3	EDU 464	Teach Health & PE	3
ETH 300	Professional Ethics	3	EDU 320	Educational Psychology	3
	Praxis Lab			Praxis Lab	
		18			18

Senior Year

EDU 372	Assmnt of Mentally Handicap	3	EDU 495	Reflective Teaching Seminar	2
EDU 477	Teaching Reading	3	EDU 499	Student Teacher	10
EDU 428	Essential Tech for Teachers	3		PTL Exam	
EDU 475	Teaching Mentally Handicap	3		Specialty Area Exam	
EDU 460	Teach Math and Science	3		Praxis Lab	
	Praxis Lab			or	
		15		12 Hours of Approved Credit	
					12

Total Academic Program in Special Education: 125

Course Description

EDU 211 Foundations of Education (3)

An introduction to the social, historical, and philosophical influences that shape schooling in America. Emphasis is also placed on school law, organization, and finance, as well as the current trends in education. The course is designed to help the student think critically about the process of education and his/her role as an educator in that process. The course includes a 20-hour field lab that provides opportunities for the prospective teacher to observe the dynamics of the classroom and school environment. Students must take the Communication Skills and General Knowledge parts of the Praxis I Exam as partial fulfillment of course requirements.

EDU 250 The Teacher as a Facilitator of Learning (3)**Prerequisite: EDU 211**

This course investigates the role of the teacher as a facilitator of learning. Emphasis is placed on the decisions that learners make on the teaching and learning process to ensure competent performance by students at the elementary and secondary levels. This course includes a thirty-four field lab that provides duties with an emphasis on instructional methodology and teacher student interaction.

EDU 309 Introduction to the Mentally Handicapped (3)

A study of the historical background, definition, etiology, and prevalence of mental retardation. The course addresses the legal rights, characteristics, support services, and other needs of the mentally handicapped.

EDU 311 Mainstreaming Exceptional Children in the Regular Classroom (3)

Provides a comprehensive overview of exceptionalities, knowledge about legislation to protect the rights of exceptional children, support systems for mainstreaming, and educational programming with emphasis on modifications needed in general education classrooms. This course is infused with critical-thinking skills and problem-solving strategies. Required of all prospective teachers.

EDU 314 Diagnostic Reading (3)

Designed to give students knowledge in using specific methods for locating and correcting reading difficulties using diagnostic procedures to direct reading instruction. Establishes a framework for increasing achievement and preventing failure in reading grades K-12.

EDU 320 Educational Psychology (3) (Secondary Education Majors)

An investigation of theories and research in educational psychology with a focus on how teachers apply this knowledge in the classroom. Emphasis is placed on the major variables in the teacher-learning process: instructional objectives, individual differences, teacher behavior, principles of learning, methods of instruction, and evaluation of student behavior. Trends, principles, and processes relative to the biological, anthropological, sociological, and psychological development of individuals are examined. The course is undergirded in critical thinking and problem-solving strategies.

**EDU 322 Child and Adolescent Psychology (3)
(Elementary Education Majors)**

With emphasis on analytical compositions, the student applies critical thinking and assessment skills to the extensive literature dealing with the physical, cognitive, and social-emotional development stages of children from prenatal through adolescent. Contemporary issues confronting the family, problems facing special-needs children, and the formation of value systems are also addressed.

EDU 350 Children's Literature (3)

Emphasis on oral reading, story telling, and dramatization along with the identification and analysis of diverse literary works for elementary school children. A genre/issues approach is combined with a developmental perspective.

EDU 360 Reading in the Content Areas (3)

A study of methods and materials for teaching reading in the secondary school, with an emphasis on the effective use of written materials for content area instruction.

EDU 370 Exceptionalities in Education (3)

A survey of the mental, physical, emotional, and social traits of different types of exceptionalities. Current trends and issues in special education, as well as legal requirements, IEP design, multidisciplinary team approach, and programming techniques for birth through adulthood will be addressed.

EDU 372 Assessment for the Mentally Handicapped K-12 (3)
Prerequisites: EDU 415 AND EDU 425

An examination of the required procedures in educational and psychological assessment in special education, including legal and ethical considerations. A laboratory approach will involve students in the utilization of norm referenced and criterion referenced instruments, as well as application of assessment information in educational decision making. The course uses a hands-on, problem-solving approach and culminates in the development of a portfolio.

EDU 415 Tests and Measurements (3)

Examination of the principles and concepts of tests and measurements as they relate to teacher performance in the public schools setting. The topics addressed include test bias, validity and reliability of testing instruments, the administration, interpretation, and utilization of information collected from standardized and non-standardized instruments, the development of criterion-referenced and teacher made tests, and the communication of test results to students, parents and other groups.

EDU 420 Teaching Reading and Adolescent Literature (3)

A seminar course in recent trends and the development of reading theories as they relate to secondary literature appropriate for secondary students. They evaluate, develop strategies for using computers in the literature classroom and design a unit of instruction.

EDU 425 Behavioral Management for the Exceptional Child (3)
Prerequisites: EDU 309 AND EDU 370

Instruction of students in strategies for behavior management in the classroom, in using behavior modification techniques appropriately, and in implementing program interventions. Applied behavioral analysis will be studied, researched, and practiced.

EDU 428 Essential Technology for Teachers (3)**Prerequisite: CIS 101**

This course is designed for education majors, but will also benefit other students outside education, as well. The course is designed to help education majors gain sufficient knowledge and skills in technology so they can apply these skills in education for the enhancement of instruction and learning, but also for their efficiency and functionality in real life. The student also designs and produces instructional materials for use in the classroom. The course is structured to enable students in teacher education program gain the technology competencies required of K-12 teacher educators.

EDU 455 Arts Education (3)

Instruction in the methods and materials of teaching the visual arts and music. Emphasis is placed on instructing students in satisfying the emotional and aesthetic needs of children and youth through the arts. Students are given direct experiences of the fine arts and the music of various periods.

**EDU 460 Teaching Mathematics and Science in the
Elementary Schools (3)**

Instruction in the concepts, methods, and materials that are important to the mathematics and science curriculum at the elementary level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, “hands-on” experience in science, research findings on teaching effectiveness, keeping students achievement high, and the integration of mathematics and science across the curriculum.

EDU 462 Teaching Social Studies in the Secondary Schools (3)

Designed to provide intensive study of the principles of the social studies curriculum and methods for evaluation and teaching strategies at the secondary level.

**EDU 463 Teaching Language Arts and Social Studies in
the Elementary Schools (3)**

Emphasis in the analytic competencies, the student applies critical thinking, problem solving skills, and effective instructional strategies to the extensive literature dealing with the teaching of language arts and social studies. This course provides instruction in social studies and language arts. Language skills, knowledge and attitudes related to social studies are examined through content areas and multicultural literature by applying a research-based effective sequential instructional approach.

**EDU 464 Teaching Health and Physical Education in the
Elementary Schools (3)**

Designed to present methods of teaching health and physical education in grades K-6. Emphasis is placed on the development of physical education skills appropriate for elementary school teachers and understanding of the personal and community health needs appropriate for the grade level.

EDU 465 Teaching Mathematics in the Secondary Schools (3)

Instruction in the concepts, methods, and materials that are applicable to teaching mathematics at the secondary level. Emphasis is given to diagnosis and remediation in mathematics, exploration of alternate ways of solving problems, research-findings related to teaching effectiveness and student achievement, and integration of technology in math instruction and learning.

EDU 466 Teaching Science in the Secondary Schools (3)

A study of the concepts, strategies, and materials that are related to the teaching science at the secondary level. Attention is given to research findings related to teaching effectiveness and student achievement through the use of hands-on and problem-solving techniques.

EDU 467 Teaching Writing and Related Language Arts (3)

Designed to prepare secondary teachers in the methods of teaching writing, usage, and dialect. A seminar course reviews the philosophy, theory and practices as they relate to the strategies of teaching writing at the secondary level.

EDU 475 Teaching the Mentally Handicapped (3)

Prerequisites: EDU 372 AND EDU 425

This is a practical course which involves trainees in instructional planning and implementation for the mentally handicapped student. The course focuses on curriculum materials, IEP and lesson development, teaching strategies, and evaluation of the learning process for mentally handicapped students. Designed for seniors in Special Education.

EDU 477 Teaching Reading in the Elementary Schools (3)

Emphasizes analytic competencies, application of critical thinking and assessment skills to the extensive literature dealing with the teaching of reading. Diagnostic and corrective measures are also examined.

EDU 495 Reflective Teaching Seminar (2)

Prerequisite: Admission into Teacher Education Program

Student teachers meet weekly during the twelve-week practicum to reflect critically on their experiences in the classroom. The topics addressed in the seminar include planning, instruction, evaluation, classroom management, technology use in the classroom, ethics, legal issues, and current trends in education.

EDU 499 Student Teaching (10)

Prerequisite: Admission into Teacher Education Program

A full twelve week practicum in a classroom setting appropriate to the student-teacher's program of study under the supervision of a qualified classroom teacher and a University Supervisor. The practicum provides opportunities for integration of subject matter in a classroom teaching experience; it prepares students personally and professionally to assume their roles as classroom teachers.

DEPARTMENT OF HUMANITIES

DEGREE OFFERED:

Bachelor of Arts Degree in English

DEPARTMENT PURPOSE:

The purposes of the Department of Humanities are:

1. to provide instruction to all Shaw University students in reading and writing skills;
2. to offer students, through the history and humanities courses, a knowledge of the past which should enable them to better understand the present world in order to prepare for the world of tomorrow;
3. to contribute to the humanistic/ethical growth of students by providing them the cultural and historical backgrounds necessary for studying and appreciating the arts and transcendent human values;
4. to provide students from different disciplines with liberal arts foundations, by strengthening their communication skills, enhancing their aesthetic and artistic awareness, and clarifying their critical thinking and problem solving processes;
5. to prepare students for graduate and professional studies by developing their written communication skills, sharpening their analytical and research skills, and fostering an understanding of diverse human constructs as represented in written literature;
6. to foster an understanding of self so that students can learn to function as literate members of society and as productive professionals; and
7. to introduce English majors to literary theories so that they are prepared to step upon the theory-oriented landscape of graduate or professional school.

MAJORS OFFERED:

The Department of Humanities offers a major in English. A candidate for the Bachelor of Arts degree in English must complete a minimum of 120 semester hours excluding deficiency courses and remedial work, complete the University's core requirements, and earn the grade of "C" or better in all major courses. English majors are required to complete 30 hours in major courses. All students majoring in English must successfully complete the following course requirements:

I. University Core Courses

University core courses are marked with an asterisk in the four-year course distribution plan.

II. Departmental Core Courses

ART 190	Introduction to the Visual Arts
ENG 211	Introduction to World Literature
MUS 225	Music Appreciation

PHI 240 Introduction to Philosophy
 Departmental Core Elective (select one course from FRE 151, FRE 152, REL 234, SPA 151, SPA 152, THR 211, and THR 226)

III. Major Courses

ENG 300 Critical Analysis
 ENG 309 Advanced Composition and Rhetoric
 ENG 310 Old English to Neoclassical Literature
 ENG 311 Romantic to Modern British Literature
 ENG 312 American Literature: Colonial to the Civil War
 ENG 313 Comparative Literature
 ENG 314 African American Literature
 ENG 400 Special Topic in English Literature
 ENG 410 Special Topic in American Literature
 ENG 420 Special Topic in African American Literature

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See page 71 for American Humanities Academic Requirements, Competencies and Certifications.

FOUR-YEAR COURSE DISTRIBUTION PLAN Bachelor of Arts in English Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
*ENG 110	College English & Comp I	3	*ENG 111	College Eng & Comp II	3
*MAT 110	Basic Mathematics	3	*CIS 101	Intro to Computers	3
*ETH 100	Foundations of Ethics	3	*MAT 111	General Math I	3
*ETH 000	Ethics Seminar	0	*HPE 112	Fundamental Skills	1
*ORC 111	Orientation to College	1	ART 190	Intro to the Visual Arts	3
*BIO 111	Intro to Biological Science	3	*ELECTIVE		<u>3</u>
*HPE 111	Personal Health & Safety	<u>1</u>			16
		14			

<i>Sophomore Year</i>			
*ENG 112	College Comp & Argument	3	*ENG 113 Composition & Research 3
*MAT 112	General Math II	3	ENG 300 Critical Analysis 3
*INT 115	Survey of World Civ	3	*MCO 210 Public Speaking 3
*ETH 200	Concepts & Issues	3	*PHY 112 Intro to Physical Science 3
*SOC 115	Intro to Social Science	3	*HUM 200 Intro to the Humanities 3
		15	15

<i>Junior Year</i>			
ENG 309	Adv Comp & Rhet Theory	3	MUS 225 Music Appreciation 3
*ETH 300	Professional Ethics	3	PHI 240 Intro to Philosophy 3
ENG 211	Intro to World Literature	3	ENG 311 Romantic to Modern Lit 3
ENG 310	Old Eng Neoclassical Lit	3	ENG 312 American Literature 3
DEPT CORE ELECTIVE		3	ENG 314 African-American Lit 3
		15	15

Senior Year

ENG 400	Special Topic in Eng Lit	3	ENG 410	Special Topic in Amer Lit	3
ENG 420	Spec Topic in Afric-Amer Lit	3	ENG ELECTIVE		3
ENG 313	Comparative Literature	3	ELECTIVES		2
ELECTIVES		<u>6</u>			15
		15			

TOTAL: 120 semester hours

MINORS:

Students may take a minor in African-American Studies, Arabic, English, French, History or Spanish by completing 15 semester hours in one of these fields. ENG 110, ENG 111, ENG 112, ENG 113, and HUM 200 are university core courses and may not be used to fulfill the requirements for a minor.

AFRICAN AMERICAN STUDIES MINOR:

The African American studies program is an interdisciplinary study of the experiences of peoples of African descent on the continent of Africa and in the diaspora, particularly in the United States. The program fosters critical thinking about “race,” “identity,” and “culture,” and it explores, through fiction and non-fiction, the history, economy, politics, literature, religion, and culture of black people throughout the world. The following is a list of courses for a minor in African American Studies:

Required Courses (9 hours)

ENG 314	African-American Literature
HIS 203	African-American History I
HIS 204	African-American History II

Select two courses from the following electives (6 hours)

INT 271	Early Africa
INT 365	Caribbean
THR 226	African-American Theatre
REL 340	African-American Religion
INT 320	African-Americans in American Politics
PHI 385	African-American Philosophy

Total number of credit hours: 15

ARABIC MINOR:

The Arabic minor is designed to introduce interested students to the Arabic language, culture, and literary traditions. The following is a list of courses for a minor in Arabic .

Required courses (12 hours)

ARA 151	Arabic I
ARA 152	Arabic II
ARA 153	Arabic III
ARA 154	Arabic IV

Select one course from these electives (3 hours)

INT 220	Islamic Civilization
INT 226	Contemporary Middle East and North Africa

Total number of credit hours: 15

ENGLISH MINOR:

The English minor is designed to introduce interested students to the English language, culture, and literary traditions. The following is a list of courses for a minor in English.

Required courses (12 hours)

ENG 300 Critical Analysis

ENG 309 Advanced Composition and Rhetorical Theory

ENG 310 Old English to Neoclassical Literature

OR

ENG 311 Romantic to Modern Literature

ENG 312 American Literature: Colonial to the Civil War

OR

ENG 314 African American Literature

Select one course from these electives:

ENG 400 Special Topic in English Literature

ENG 410 Special Topic in American Literature

ENG 420 Special Topic in African American Literature

Total number of credit hours: 15

FRENCH MINOR:

The French Minor is designed to introduce interested students to the French language, culture, and literary traditions. The following is a list of courses for a minor in French.

Required Courses (9 hours)

FRE 152 French II (Prerequisite: FRE 151 or equivalent)

FRE 253 French III

FRE 254 French IV

Select two courses from these electives (6 hours)

FRE 322 French Civilization

FRE 330 Survey of French Literature I

FRE 331 Survey of French Literature II

Total number of credit hours: 15

HISTORY MINOR:

The history minor is designed to provide students with knowledge of the past which enables them to understand the present and to prepare for the future. The following is a list of courses for a minor in history.

Required Courses (12 hours)

HIS 203 African-American History I

HIS 204 African-American History II

HIS 321 United States History I

HIS 322 United States History II

Select one course from these electives (3 hours)

- INT 215 Western Civilization
- INT 357 Twentieth Century Europe
- HIS 361 North Carolina History

Total number of credit hours: 15

SPANISH MINOR:

The Spanish minor is designed to introduce interested students to the Spanish language, culture and literary traditions. The following is a list of courses for a minor in Spanish.

Required Courses (9 hours)

- SPA 152 Spanish II (Prerequisite: SPA 151 or equivalent)
- SPA 253 Spanish III S
- PA 254 S spanish IV

Select two courses from these electives

- SPA 322 Latin-American Civilization
- SPA 330 Survey of Latin-American Literature
- SPA 332 Hispanic Literature of the United States
- SPA 350 Business Spanish

Total number of credit hours: 15

Course Description

ARABIC

ARA 151 Arabic I (3)

An introduction to the Arabic alphabet, numerals, and simple grammar in addition to simple translation.

ARA 152 Arabic II (3)

Intensive practice in grammar, reading, and writing. Reading of simple materials is required.

ARA 153 Arabic III (3)

Intensive practice in grammar, reading, and writing.

ARA 154 Arabic IV (3)

A continuation of Arabic III with additional readings in Arabic literature and a study of Arabic culture.

ENGLISH

ENG 110 College English and Composition I (3)

A course in basic composition and grammar. It is designed to improve grammar and mechanics, encourage a positive attitude toward reading and writing, and introduce students to the writing process. The course also fosters an understanding of the demands of academic writing, introduces expository writing, and begins developing basic research skills.

ENG 111 College English and Composition II (3) Prerequisite: ENG 110

An introductory course in expository writing. It is designed to increase understanding of the demands of academic writing. It emphasizes the writing process, writing with clarity and purpose, developing and organizing ideas effectively, and using the conventions of edited English. Students practice writing expositions and arguments informed by short readings and also enhance their research skills.

ENG 112 College Composition and Argument (3) Prerequisite: ENG 111

A course in argument and analysis. It is designed to strengthen interpretive and evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. The course incorporates a minor research component.

ENG 113 College Composition and Research (3) Prerequisite: ENG 112

A course in writing argumentative and analytical essays informed by research.

ENG 211 Introduction to World Literature (3) Prerequisite: ENG 113

An introduction to the various genres in world literature and a study of some works in depth. Students analyze and evaluate critically basic literary works both orally and in writing. (This course does not count toward the English major).

ENG 300 Critical Analysis (3)

An introduction to theories of literature and literary criticism through their application to specific works.

ENG 309 Advanced Composition and Rhetorical Theory (3)

Prerequisite: ENG 300

A writing workshop that refines the expository and analytical writing skills practiced in previous composition courses. It involves “writing across the curriculum” with an emphasis on rhetoric and style.

ENG 310 Old English to Neoclassical Literature(3) Prerequisite: ENG 300

A survey of representative English literary works and their traditions from Caedmon’s Hymn and Beowulf through the poetry of Thomas Gray.

ENG 311 Romantic to Modern Literature (3) Prerequisite: ENG 310

A survey of representative English literary works and their traditions from the Romantic Movement or “the Age of Revolution” through the early twentieth century or “the world war era.”

ENG 312 American Literature: Colonial to the Civil War (3)

Prerequisite:ENG 300

A survey of representative literary works and their traditions from the Puritan period through the abolition and civil war periods.

ENG 313 Comparative Literature (3) Prerequisite: ENG 300

A survey of multicultural and multinational literatures.

ENG 314 African-American Literature (3) Prerequisite: ENG 300

A survey of representative literary works and their traditions from African orality to the Naturalistic Movement in America during the 1940s.

ENG 400 Special Topic in English Literature (3)

A study of particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Shakespeare, 20th-Century British Writers, Women Novelists of the 19th-Century, Major 18th-Century English Novels, History of the English Language, or other topics proposed by professors. The student may repeat the course (for additional credit) but not the topic.

ENG 410 Special Topic in American Literature (3)

A study of a particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Modern Poetry, Modern Drama, The Transcendentalists, The American Realistic Novel, Contemporary Fiction, or other topic proposed by professors. The student may repeat the course (for additional credit) but not the topic.

ENG 420 Special Topic in African-American Literature (3)

A study of particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention—for example, Black Male Writers, Black Women Writers, The Harlem Renaissance, The Black Arts Movement, Dialectology, or other topics proposed by professors. The student may repeat the course (for additional credit) but not the topic.

FRENCH

FRE 151 French I (3)

Designed (along with FRE 152) to provide the student with a basic knowledge of the French language, including pronunciation and the basic elements of grammar, with emphasis on comprehension, speaking, writing, and the reading of simple French texts.

FRE 152 French II (3)

A continuation of FRE 151.

FRE 253 French III (3) Prerequisite: FRE 152 or equivalent

Designed (along with FRE 254) to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, to review and reinforce the student's knowledge of French grammar, and to acquaint the student with some works of French literature and some aspects of French life and culture.

FRE 254 French IV (3)

A continuation of FRE 253

FRE 322 French Civilization (3) Prerequisite: FRE 254 or equivalent

A study of the historical, political, artistic, and cultural developments in France starting at the time of ancient Gaul, with particular attention to current French civilization.

FRE 323 Survey of French Literature I (3)

Prerequisite: FRE 254 or equivalent

A survey from the *Chanson de Roland* by way of Francois Villon, Rabelais, and the dramatists of the 17th-century to Voltaire and "Les Philosophes."

FRE 324 Survey of French Literature II (3)
Prerequisite: FRE 254 or equivalent

A survey of literature of the 19th and 20th centuries from the Romantic poets by way of Realism, Symbolism, Surrealism, and “Les Engages” to Existentialism and “Le Nouveau Roman.”

HISTORY

HIS 203 African American History I (3)

Social history from the African background (emphasis on West Africa) through the slave trade, the plantation system, and the Reconstruction to the Post Reconstruction period. The struggle for liberation is highlighted.

HIS 204 African American History II (3)

Social history from the nadir to the 1980s. Much attention is given to the Civil Rights decade, 1955-1964.

HIS 321 United States History I (3)

A study of the period from the discovery of America to the Civil War. It gives the student an understanding of Colonialism, the formation of the American nation, and the events that led to the Civil War. Special emphasis is given to African- American issues throughout the entire period.

HIS 322 United States History II (3)

A continuation of HIS 321. It explores thoroughly the Civil War, United States expansionism, and U.S. roles in World War I, World War II, and the present world scene. Emphasis is given to the contributions of African-Americans in building the U.S. economy, its politics, and its cultural and social changes. Special attention is directed to the Civil Rights Movement from its inception to the present.

HIS 361 North Carolina History (3)

North Carolina history from the colonial period to World War II. Emphasis is placed on the role that North Carolina played during the period of independence, the Civil War, and Reconstruction and, also, the state's role in the formation of the New South.

HUMANITIES

HUM 200 Introduction to the Humanities (3) Prerequisite: ENG 112

A crosscultural and interdisciplinary study of works of art, literature, music, theatre, and other creative forms. The course examines the ideas and values of various times and cultures reflected in such works as well as the significance to be found in them today.

HUM 210 A Survey of the Arts (3) Prerequisite: Major in Education

An introduction to the basic characteristics of the art, drama, dance, and music of western and non-western world, with emphasis on the relationship between the arts and society. Attention is given to analyzing the attributes of the various arts.

SPANISH

SPA 151 Spanish I (3)

An introduction (along with SPA 152) to the Spanish language through listening, practice, conversation, simple readings, and elementary writing.

SPA 152 Spanish II (3)

A continuation of SPA 151

SPA 253 Spanish III Conversation and Grammar(3)

Prerequisite: SPA152 or equivalent

Similar in emphasis to Elementary Spanish but with expanded opportunities for comprehension and speaking proficiency.

SPA 254 Spanish IV Composition and Grammar (3)

A continuation of SPA 253 with expanded opportunities for reading and writing proficiency.

SPA 322 Latin American Civilization (3)

Prerequisite: SPA 254 or instructor's permission

A study of the historical, political, artistic, and cultural developments of Latin America from preColumbian times to modern day. The course is conducted in Spanish.

SPA 330 Survey of Latin-American Literature (3)

Prerequisite: SPA 254 or equivalent

A survey of Latin-American literature from Sor Juana Inez de la Cruz to modern day, including "modernismo," "vanguardismo" and "post-vangaurdisimo." It will take a look at various genres, including poetry, short stories, the novel.

SPA 332 Hispanic Literature of the United States (3)

Prerequisite: SPA 253or equivalent

This course will study the rich literature of the Hispanic writers within the United States. Authors are Cuban-American, Puerto Rican, Mexican-American as well as others who represent various cultures of the Hispanic world within the United States.

SPA 350 Business Spanish (3) Prerequisite SPA 253 or equivalent

Designed to help students develop skills pertaining to the business world in Spanish, including correspondence and telephone etiquette.

DEPARTMENT OF INTERNATIONAL STUDIES

DEGREES OFFERED:

- B.A. in International Relations
- B.A. in International Studies, Concentration in International Business
- B.A. in International Studies, Concentration in African & Caribbean Studies

PURPOSE OF THE DEPARTMENT:

World events and trends now affect all fields of endeavor whether they be business, public service, politics, media or law. International Studies, therefore, is an essential discipline, and it will continue to grow in importance. The purpose of the Department of International Studies is to develop in students the knowledge of world cultures, world politics, international economics and global problems facing humanity. Graduates of the Department are prepared for careers and graduate school in a variety of fields, including business, education, foreign service, public service, humanitarian aid, law, media and economic development. In preparing students, the Department gives special attention to developing the necessary skills for successful reading, writing, analysis and critical thinking. All majors are also encouraged to participate in an internship and study abroad program.

MAJORS AND MINORS OFFERED:

- Major in International Relations
- Major in International Studies, Concentration in International Business
- Major in International Studies, Concentration in African & Caribbean Studies
- Minor in Political Science
- Minor in International Relations

MAJOR IN INTERNATIONAL RELATIONS

The International Relations major offers a broad overview of all aspects of international affairs — politics, economics, global issues and world cultures. Majors must complete 33 credit hours of course work plus 12 credit hours of one foreign language. All majors also must complete University Core Requirements, which are listed elsewhere in this catalog.

The Departmental Core Courses, which all majors must take, are

- | | |
|---------|--------------------------------|
| INT 121 | Introduction to World Politics |
| INT 252 | International Relations |

Major Requirements are:

- | | |
|---------|-----------------------------------|
| INT 150 | Introduction to Political Science |
| INT 241 | International Organizations |
| BUS 260 | Principles of Macroeconomics |
| INT 351 | US Government |
| INT 390 | International Political Economy |
| INT 411 | US Foreign Policy |
| INT 492 | Seminar |

Two Area Studies Courses chosen from the following:

- | | |
|---------|---|
| INT 226 | Contemporary Middle East and North Africa |
| INT 357 | Twentieth Century Europe |

INT 365	The Caribbean
INT 372	Contemporary Africa
INT 405	East Asia
INT 421	Latin America

* * * * *

See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

B.A. IN INTERNATIONAL RELATIONS

Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ENG 110	English & Composition I*	3	ENG 111	English & Composition II*	3
MAT 110	Basic Math*	3	MAT 111	General Math I*	3
INT 115	Survey of World Civ*	3	CIS 101	Intro to Computers*	3
ETH 100	Foundation of Ethics*	3	INT 121	Intro to World Politics	3
ETH 000	Ethics Seminar*	0	INT 150	Intro to Political Science	<u>3</u>
BIO 111	Biological Sciences*	3			15
ORC 111	College Orientation*	<u>1</u>			
		16			
Sophomore Year					
ENG 112	Composition & Argument*	3	ENG 113	Composition & Research*	3
MAT 112	General Math II*	3	ETH 200	Ethical Concepts*	3
BUS 204	Principles of Business	3	BUS 260	Principles Macroeconomics	3
INT 252	International Relations	3	Foreign Language 2		3
Foreign Language 1		3	HPE 112	Fundamental Skills*	<u>1</u>
HPE 111	Personal Health*	<u>1</u>			13
		16			
Junior Year					
ETH 300	Professional Ethics*	3	PHY 112	Intro to Physical Science*	3
MCO 210	Public Speaking*	3	HUM 200	Intro to the Humanities*	3
SOC 115	Intro to Social Science*	3	INT 351	US Government	3
INT 241	International Organizations	3	Foreign Language 4		3
Foreign Language 3		<u>3</u>	Elective		<u>3</u>
		15			15
Senior Year					
INT 390	International Political Economy	3	INT 492	Seminar	3
INT 411	US Foreign Policy	3	Area Studies		3
Area Studies		3	Elective		3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

TOTAL HOURS = 120

**University Core Requirement*

MAJOR IN INTERNATIONAL STUDIES INTERNATIONAL BUSINESS CONCENTRATION

This major is intended for students who wish to pursue a career in business with a specialization in the international dimension or a career in international affairs with a specialization in economics and business. Both of these career tracks are in high demand. The Concentration requires a total of 39 credit hours plus 12 credit hours of one foreign language. All majors must also complete University Core Requirements, which are listed elsewhere in this catalog.

The Departmental Core Courses are:

INT 121 Introduction to World Politics
INT 252 International Relations.

The Major Requirements are:

INT 341 International Business
INT 390 International Political Economy
INT 410 International Marketing
INT 491 International Development
INT 492 Seminar
ACC 241 Accounting Principles I
ACC 242 Accounting Principles II
PAD 320 Organization Theory and Behavior

Three Area Studies Courses chosen from the following:

INT 226 Contemporary Middle East and North Africa
INT 357 Twentieth Century Europe
INT 365 The Caribbean
INT 372 Contemporary Africa
INT 405 East Asia
INT 421 Latin America

B.A. IN INTERNATIONAL STUDIES INTERNATIONAL BUSINESS CONCENTRATION Academic Advisement - Suggested Sequence of Courses

(First Semester)			(Second Semester)		
Freshman Year					
ENG 110	English & Composition I*	3	ENG 111	English & Composition II*	3
MAT 110	Basic Math*	3	MAT 111	General Math I*	3
INT 115	Survey of World Civ*	3	CIS 101	Intro to Computers*	3
ETH 100	Foundations of Knowledge*	3	INT 121	Intro to World Politics	3
ETH 000	Ethics Seminar*	3	SOC 115	Intro to Social Science*	<u>3</u>
BIO 111	Biological Sciences*	3			15
ORC 111	College Orientation*	<u>1</u>			
		16			

Sophomore Year

ENG 112	Composition & Argument*	3	ETH 200	Ethical Concepts*	3
MAT 112	General Math II*	3	ENG 113	Composition & Research*	3
ACC 241	Accounting Principles I	3	ACC 242	Accounting Principles II	3
BUS 204	Principles of Business	3	BUS 260	Principles Macroeconomics	3
INT 252	International Relations	3	HPE 112	Fundamental Skills*	<u>1</u>
HPE 111	Personal Health*	<u>1</u>			13
		16			

Junior Year

MCO 210	Public Speaking*	3	HUM 200	Intro to the Humanities*	3
PAD 320	Organization Theory & Beh	3	PHY 112	Intro to Physical Science*	3
Area Studies		3	INT 341	International Business	3
Foreign Language 1		3	Area Studies		3
Elective		<u>3</u>	Foreign Language 2		<u>3</u>
		15			15

Senior Year

ETH 300	Professional Ethics	3	INT 410	International Marketing	3
INT 390	International Political Econ	3	INT 491	International Development	3
BUS 350	Principles of Marketing	3	Foreign Language 4		3
Area Studies		3	Elective		3
Foreign Language 3		<u>3</u>	Elective		<u>3</u>
		15			15

TOTAL HOURS = 120

**University Core Requirement*

MAJOR IN INTERNATIONAL STUDIES AFRICAN & CARIBBEAN STUDIES CONCENTRATION

This major is for students who plan to obtain a degree in international relations and prefer to focus on Africa and/or the Caribbean, pursuing a wide range of careers from business, teaching, foreign service, public service, humanitarian aid, media or economic development.

Students must complete 33 credit hours plus 12 credit hours of one foreign language. All majors must also complete University Core Requirements, which are listed elsewhere in this catalog.

The Departmental Core Requirements are:

INT 121	Introduction to World Politics
INT 252	International Relations

Concentration Requirements are:

INT 150	Introduction to Political Science
INT 210	Comparative Politics
INT 226	Contemporary Middle East and North Africa
INT 271	Early Africa
INT 365	The Caribbean
INT 372	Contemporary Africa
INT 390	International Political Economy
INT 491	International Development
INT 492	Seminar

B.A. IN INTERNATIONAL STUDIES AFRICAN & CARIBBEAN STUDIES CONCENTRATION

Academic Advisement - Suggested Sequence of Courses

(First Semester)

(Second Semester)

Freshman Year

ENG 110	College Eng & Comp I*	3	ENG 111	College English & Comp II* 3
MAT 110	Basic Math*	3	MAT 111	General Math I* 3
INT 115	Survey of World Civ*	3	CIS 101	Intro to Computers* 3
ETH 100	Foundation of Ethics*	3	INT 121	Intro to World Politics 3
ETH 000	Ethics Seminar*	0	INT 150	Intro to Political Science 3
BIO 111	Biological Sciences*	3		15
ORC 111	College Orientation*	<u>1</u>		
		16		

Sophomore Year

ENG 112	Composition & Argument*	3	ENG 113	Composition & Research* 3
MAT 112	General Math II*	3	ETH 200	Ethical Concepts* 3
SOC 115	Intro to Social Science*	3	INT 210	Comparative Politics 3
INT 252	International Relations	3	Foreign Language 2	3
Foreign Language 1		3	HPE 112	Fundamental Skills* <u>1</u>
HPE 111	Personal Health*	<u>1</u>		13
		16		

Junior Year

PHY 112	Intro to Physical Science*	3	MCO 210	Public Speaking* 3
ETH 300	Professional Ethics*	3	INT 226	Middle East & North Africa 3
BUS 204	Principles of Business	3	BUS 260	Principles Macroeconomics 3
INT 271	Early Africa	3	Foreign Language 4	3
Foreign Language 3		<u>3</u>	Elective	<u>3</u>
		15		15

Senior Year

INT 390	International Political Econ	3	INT 372	Contemporary Africa 3
INT 365	The Caribbean	3	INT 491	International Development 3
Elective		3	INT 492	Seminar 3
Elective		3	Elective	3
Elective		<u>3</u>	Elective	<u>3</u>
		15		15

TOTAL HOURS = 120

**University Core Requirement*

MINOR IN POLITICAL SCIENCE :

Students majoring in Criminal Justice, Public Administration, Mass Communications, or International Relations, as well as students interested in Law School, can strengthen their program with a minor in Political Science.

Students must complete 15 credit hours in the political science discipline. No course taken for the minor can be used to fulfill the requirement for another major or minor.

All students must take a core of three courses (9 credit hours):

INT 150 Introduction to Political Science

INT 450 Modern Political Theory

INT 351 U.S. Government

Students may take the remaining two courses (6 credit hours) from any of the following courses:

INT 210 Comparative Politics

INT 320 African Americans in American Politics

INT 371 International Law

INT 430 Democratization and Human Rights

CRJ 305 Constitutional Law (pre-requisite CRJ 200)

CRJ 400 Criminal Law (pre-requisite CRJ 200)

PAD 351 Urban Administration and Social Change (pre-requisite PAD 200)

PAD 372 Public Policy Analysis (pre-requisite PAD 200 and PAD 226)

PAD 401 Management of State and Local Governments
(pre-requisite PAD 200 and PAD 351)

MINOR IN INTERNATIONAL RELATIONS:

Students desiring to minor in International Relations must complete 15 credit hours or 5 courses. Each minor must take INT 121: Introduction to World Politics and INT 252: International Relations. For the remaining three courses, students may choose any course offered by the Department except for political science courses — INT 150, 210, 320, 351 and 450.

Course Description

INT 115 Survey of World Civilizations (3)

A study of world civilizations from ancient times to the rise of Europe in the 16th Century. Emphasis is placed on the development of ideas and their manifestation in the world cultures of today.

INT 121 Introduction to World Politics (3)

A prerequisite to many higher-level international courses. This course has three purposes: to survey world politics since World War II, to introduce the basic concepts underlying the behavior of nations, and to analyze the world events that are reported in the headlines today. Group discussions will help students develop an in-depth understanding of world events.

INT 150 Introduction to Political Science (3)

An introduction to the basic theories, concepts and practice in the field of politics, such as state, power, elite, political systems and political culture. Contemporary political events are discussed and analyzed in light of political theories and concepts.

INT 205 Multiculturalism and Globalization (3)

An introductory course that seeks to develop better understanding of the many diverse cultures in America and the implications of this diversity in education, politics and business. The course also discusses the globalization of the world economy and its impact on America.

INT 210 Comparative Politics (3) Prerequisite: INT 150

An examination of various political systems and ideologies that exist in the contemporary world and an introduction to the major theories in comparative politics.

INT 211 Principles of Geography (3)

A detailed study of physical and cultural geography.

INT 215 Western Civilization (3)

A study of Western Civilization from the 16th Century to the present, discussing the intellectual, cultural, political, and economic developments primarily in Europe but also in North America.

INT 220 Islamic Civilization (3)

A survey of Islamic history, culture and thought from the time of Prophet Muhammad to the 1700s.

INT 221 Islam in the Contemporary Period (3)

Focus on Islamic history, politics and thought from the 1700s to the present with special emphasis on contemporary developments concerning political Islam, women, democracy and rights of minorities.

INT 226 Contemporary Middle East and North Africa (3)

A study of the politics of Middle East and North Africa since World War I with special analysis and discussion of such topics as the Palestinian/Israeli Question, Iran, the Gulf War and the Algerian crisis. The strategic and economic importance of the area and American national interest in the area are also discussed.

INT 241 International Organizations (3) Prerequisite: INT 121

A study of the development and work of international organizations, many of which play an important role in world affairs. Special focus is on the history, structure, functions, problems, and direction of the United Nations. Emphasis is placed on the global issues that the UN and other international organizations tackle. Students are exposed directly to the work of certain international organizations in America.

INT 252 International Relations (3) Prerequisite: INT 121

A thorough analysis of the concepts and theories underlying the behavior of nations and an analysis and examination of international politics, especially contemporary issues and problems. This course will also provide a strong foundation in research, with special emphasis on research techniques and sources in the field of International Relations.

INT 271 Early Africa (3)

An introduction to African history and culture from the earliest times to the 17th Century and the coming of the Europeans. Attention is focused on Africa as the cradle of civilization, physical geography, peoples, cultures, languages and the rationale for their organization and development.

INT 320 African Americans in American Politics (3)

An examination of the dynamics of African American participation in American politics. An historical background is provided, but special attention is given to issues affecting African Americans such as affirmative action, empowerment and equal rights.

INT 341 International Business (3) Prerequisite: BUS 204 & BUS 260

An introduction to the foundations of international trade, the environment of international trade and how corporations respond to that environment. Special emphasis will be given to the organizations of world trade — WTO, GATT, IMF and the World Bank — as well as the regional free trade associations such as NAFTA.

INT 351 U.S. Government (3)

A basic course in the American political system. Particular attention is given to an analysis of the political institutions, policy making within the system, methods of participation and the rights enjoyed by citizens living under the system.

INT 357 Twentieth-Century Europe (3)

An introduction to the history and politics of Europe with emphasis on colonialism, World War I, World War II, the Cold War, and the post-Cold War issues of Bosnia and Russia. Europe's relations with the United States and the rest of the world are discussed.

INT 365 The Caribbean (3)

A survey of the history, culture, politics and government of the six Caribbean nations with special emphasis on their relationship to the U.S. and African Americans.

INT 371 International Law (3)

A study of the origins, character, and sources of international law and its importance and relevance to world affairs. Cases illustrating basic principles and the international role of law are considered. Special attention is paid to such important issues as war, environment, human rights and laws of the sea. The role of the International Court of Justice and Amnesty International are also explored.

INT 372 Contemporary Africa (3)

A study of African politics from colonial times to the present. Emphasis is placed on the struggles for independence, the establishment of states, the prospects for political development and the international relations of African states.

INT 390 International Political Economy (3) Prerequisite: INT 121

An exploration of the interplay of economics and politics in the international arena with greater emphasis on the post-Cold War developments. Special attention is given to the issues of the international economic system and theories of economic development.

INT 395 Study Abroad (3-15) Prerequisite: Permission of Advisor

Students may elect to spend one or two semesters studying at an institution of higher learning outside the USA. To transfer credit to Shaw, the foreign institution must be an acknowledged and approved institution of post-secondary education, and all courses taken abroad must be pre-approved. The student must register and pay the usual tuition and fees to Shaw. Students must have a GPA of 2.0 and have Sophomore standing.

INT 405 East Asia (3)

Exploration of the political, economic, and cultural issues of Japan, China, Korea, and Taiwan, especially since the end of World War II. The course will focus on the contemporary economic importance of the region.

INT 410 International Marketing (3) Prerequisite: BUS 204 & BUS 350

Study of the principles and practices of international marketing. Case studies and student projects will be used to analyze the formulation and implementation of marketing strategies in international business.

INT 411 U.S. Foreign Policy (3)

Exploration of U.S. foreign policy since World War II, discussing the Cold War but giving special attention to the post-Cold War period. The course studies in depth the goals of U.S. foreign policy and the domestic factors that influence its course and process. Through group discussions and presentations students develop their own views on the direction of U.S. foreign policy.

INT 421 Latin America (3)

A survey of political and socioeconomic issues in various countries of the region since the last part of the nineteenth century, along with a brief overview of its history and culture. Special emphasis is placed on relations of those countries with the United States.

INT 430 Democratization and Human Rights (3) Prerequisite: INT 121

Examination of the issues surrounding the promotion of democracy and human rights in the world community. Special focus is given to U.S. and UN policies in regards to these issues.

INT 450 Modern Political Thought (3) Prerequisite: INT 150

An examination of the major political thinkers and theories since the 16th century, with special emphasis on modern ideologies and American contributions.

INT 470 Topics in International Studies (3)

Study of selected topics in international studies.

INT 475 Independent Study (3) Prerequisite: Permission of Advisor

A course designed to give upperclassman the opportunity to conduct supervised reading and research in a particular topic.

INT 491 International Development (3) Prerequisite: INT 121

A survey of contemporary problems of developing nations. Special attention is given to Africa, the Middle East, and the Caribbean, with emphasis on the problems of population, food, health economics and political development. The nature of the historical relationship between less developed countries and industrialized countries are explored.

INT 492 Seminar I (3)

A detailed examination of an area of the world or a contemporary international issue. Readings and group discussions are part of the course. Students produce a major research paper.

INT 495 Global Environmental Studies (3)

An introduction to environmental issues as they impact America and the world. The focus is on policy issues and not the science of environmental issues. Topics include global warming, pollution, ozone depletion and overpopulation.

DEPARTMENT OF MASS COMMUNICATIONS

DEGREE OFFERED:

Bachelor of Arts in Mass Communications

DEPARTMENT PURPOSE:

The purpose of the Department of Mass Communications is to acquaint the student with the structure, purposes, and procedures found in the field of mass communications. The main emphasis of study in the department is the broadcast industry, with particular focus given to journalism and production. Attention is given to both theoretical foundations and hands-on application learning. To provide hands-on experience, the radio area is supported by WSHA-FM, a professionally run 12,500 watt radio station. The television area consists of a three camera TV studio and control room, portable video cameras, and editing equipment. Completion of the course of study in mass communications will provide students with a foundation for graduate study, and for careers in Broadcast News Media, Broadcast Production, and other media-related fields.

MAJOR OFFERED:

The Department of Mass Communication offers a Major in Mass Communications. The major is based on a 10-course curriculum leading to the bachelor of arts degree. The major course sequence is determined by the student's emphasis in either broadcast production or broadcast journalism.

All students must take the following major courses:

MCO 201	Introduction to Broadcasting
MCO 211	Principles of Media Writing
MCO 221	Reporting & Writing I
MCO 322	Radio Production I
MCO 323	Television Production I
MCO 328	Writing For Radio & TV
MCO 363	Broadcast Announcing
MCO 425	Broadcast Regulations

In addition, students emphasizing journalism must take the following two courses:

MCO 321	Reporting & Writing II
MCO 421	Advanced Reporting Practicum

Students focusing on production must select two additional courses from:

MCO 324	Television Production II
MCO 422	Radio Production II
MCO 423	Television Production III
MCO 435	Broadcast Management

In addition to MCO courses, all students must take five required courses outside the department, called department core courses. These are BUS 204, ENG 211, INT 351, ART 190 or MUS 225, and one theatre course selected

from among THR 161, THR 211, THR 212, or THR 226. Students must also complete all the university core courses, and complete a total of at least 120 credits.

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

**B.A. IN MASS COMMUNICATIONS
PRODUCTION EMPHASIS**
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
<i>Freshman Year</i>					
* ORC 111	Orientation to College	1	* ENG 111	English & Composition II	3
* ENG 110	English & Composition I	3	* MAT 111	General Math I	3
* MAT 110	Basic Math	3	* BIO 111	Intro to Biological Science	3
* INT 115	Survey of World Civ	3	* SOC 115	Intro to Social Science	3
* ETH 100	Foundation of Knowledge	3	* CIS 101	Intro to Computers	3
* ETH 000	Ethics Seminar	0			15
		13			

<i>Sophomore Year</i>					
*HPE 111	Personal Health & Safety	1	*ENG 113	Composition & Research	3
*ENG 112	Comp. & Argument	3	*PHY 112	Intro to Physical Science	3
*MAT 112	General Math II	3	*MCO 210	Public Speaking	3
*ETH 200	Ethical Concepts & Issues	3	MCO 211	Prin Of Media Writing	3
ART 190 <u>or</u> MUS 226		3	MCO 323	Television Production I	3
MCO 201	Intro to Broadcasting	3			15
		16			

<i>Junior Year</i>					
*HPE 111	Fundamental Skills	1	INT 351	U.S. Government	3
*HUM 200	Intro to the Humanities	3	MCO 322	Radio Production	3
BUS 204	Principles of Business	3	MCO 328	Writing For Radio & TV	3
Theatre Course (THR 161,211,212 or 226)		3	MCO 423	TV Prod. III <u>or</u> Elective	3
MCO 221	Reporting & Writing I	3	Elective		3
MCO 324	TV Prod. II <u>or</u> Elective	3			15
		16			

<i>Senior Year</i>					
ENG 211	World Literature	3	*ETH 300	Professional Ethics	3
MCO 363	Broadcast Announcing	3	MCO 425	Broadcast Regulations	3
MCO 422	Radio Prod. <u>or</u> Elective	3	Elective		3
MCO 435	Broadcast Managem ent	3	Elective		3
Elective		3	Elective		3
		15			15

TOTAL: 120 Credits

**University Core Course*

**B.A. IN MASS COMMUNICATIONS
JOURNALISM EMPHASIS**
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
*ORC 111	Orientation to College	1	*ENG 111	English & Composition II	3
*ENG 110	English & Composition I	3	*MAT 111	General Math I	3
*MAT 110	Basic Math	3	*BIO 111	Intro to Biological Science	3
*INT 115	Survey of World Civ	3	*SOC 115	Intro to Social Science	3
*ETH 100	Foundation of Knowledge	3	*CIS 101	Intro to Computers	<u>3</u>
*ETH 000	Ethics Seminar	<u>0</u>			15
		13			

<i>Sophomore Year</i>					
*HPE 111	Personal Health & Safety	1	*HPE 112	Fundamental Skills	1
*ENG 112	Comp. & Argument	3	*ENG 113	Comp. & Research	3
*MAT 112	General Math II	3	*PHY 112	Intro. to Physical Science	3
*ETH 200	Ethical Concepts & Issues	3	INT 351	U.S. Government	3
ART 190 or MUS 226		3	*MCO 210	Public Speaking	3
MCO 201	Intro. to Broadcasting	<u>3</u>	MCO 211	Principles of Media Writing	<u>3</u>
		16			16

<i>Junior Year</i>					
BUS 204	Principles of Business	3	MCO 321	Reporting & Writing II	3
*HUM 200	Intro. to the Humanities	3	MCO 322	Radio Production I	3
Theatre Course (THR 161,211,212or226)		3	MCO 328	Writing For Radio & TV	3
MCO 221	Reporting & Writing I	3	Elective		3
MCO 323	Television Production I	<u>3</u>	Elective		<u>3</u>
		15			15

<i>Senior Year</i>					
ENG 211	World Literature	3	*ETH 300	Professional Ethics	3
MCO 363	Broadcast Announcing	3	MCO 425	Broadcast Regulations	3
MCO 421	Adv. Reporting Practicum	3	Elective		3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		15			15

TOTAL: 120 Credits

**University Core Course*

Course Description

MCO 201 Introduction to Broadcasting (3) This course is a prerequisite or corequisite for all other courses except MCO 210.

Introduction to the principles, philosophies, policies and practices of the broadcast media and allied professions of advertising and public relations. Attention is also given to historical perspectives of broadcasting, its regulations, plus communication and change.

MCO 210 Public Speaking (3)

A course in the basic elements of oral communication. Emphasis is upon research skills, topic selection, speech organization, skills in delivery and listening for analysis and evaluation of speeches. There is a requirement of a minimum of five graded speeches given in class.

MCO 211 Principles of Media Writing (3) Prerequisite: A grade of "C" or better in ENG 111 and ENG 112

An introduction to the basics of writing for the media in terms of style, structure, comprehension, and readability.

MCO 221 Reporting & Writing I (3) Prerequisite: MCO 211

Examines the fundamentals of news gathering, news writing, interviewing, research, news judgment, and deadline pressures.

MCO 321 Reporting & Writing II (3) Prerequisite: MCO 221

A study of the principles, techniques and forms of gather and reporting news for broadcast media. Planning and production of public affairs programming are stressed.

MCO 322 Radio Production I (3)

An introduction to the techniques and procedures in the creation, production, and direction of radio programs.

MCO 323 Television Production I (3)

An introduction to the techniques and procedures in the creation and production of television programs. Concentrates on studio production work.

MCO 324 Television Production II (3) Prerequisite: MCO 323

Theory and techniques of portable videotape production (ENG and EFP). Students gain experience in all phases of producing and editing.

MCO 327 Educational and Public Broadcasting (3)

The origin, organization, regulation, and responsibilities of non-commercial broadcasters, with attention given to programming and financial support.

MCO 328 Writing For Radio & Television (3) Prerequisite: MCO 211

Development of basic writing skills needed to produce copy for the broadcast media. Stresses the difference between media, contrasting the development of an idea for radio and television, and noting the adjustments necessary to communicate effectively with each.

MCO 330 Media and Industry (3)

The motivations and methods of the private sector's utilization of television production as a corporate tool. Also addresses other non-broadcast activities such as instructional and closed-circuit television.

MCO 363 Broadcast Announcing (3) Prerequisite: MCO 322

Training in articulation, voice projection, modulation, and quality, along with studio performance applied to radio and television news, sports, commercial, and music announcing. Emphasis is placed on laboratory experiences.

MCO 412 Research Methods in Communications (3)

Prerequisite: Senior Status or Permission of Instructor

Study of the methods, techniques, and measuring instruments currently used in the analysis of communications.

MCO 421 Advanced Reporting Practicum (3)

Prerequisites: MCO 321, MCO 322

Application of principles learned in MCO 221 and MCO 321 to an actual professional situation. Students are placed with a local media organization to gain hands-on experience in news writing.

MCO 422 Radio Production II (3) Prerequisite: MCO 322

Advanced study of the process of studio and commercial recording for radio broadcasts through an examination of the principles of tape recording and editing. Participation in extensive commercial and studio recording projects is required.

MCO 423 Television Production III (3) Prerequisite: MCO 324

Application of concepts and practices learned in Television Production I and II. Students produce and direct studio and portable video exercises. Emphasis is placed on laboratory experiences.

MCO 435 Broadcast Management (3)

Focus on the principles of radio and television management, including economic, administrative, and organizational structures and procedures.

**MCO 481-482 Seminar in Mass Communications (3) Prerequisite:
Advanced Student Status and Permission of Instructor**

Topics rotate.

**MCO 485-486 Internship in Communication (3) Prerequisite:
Advanced Student Status and Permission of Instructor**

A practicum course that allows students to combine classroom theories with hands-on experience in an off-campus facility.

**MCO 491 Independent Study (3) Prerequisite: Senior Status and
Permission of Instructor**

Special projects in advanced studies.

DEPARTMENT OF MATHEMATICAL SCIENCES

DEGREE OFFERED:

Bachelor of Science in Mathematics
Bachelor of Science in Computer Science

PURPOSE/DESCRIPTION:

The purpose of the Department of Mathematical Sciences is to train students in mathematical techniques and help students to develop computer skills in computer oriented areas. These skills and techniques will help students to succeed in the world of work where knowledge of mathematics and computers is required. The students are also trained to pursue further studies in these areas. The students develop analytical and critical thinking and problem solving skills. The students are taught to use technology in learning concepts in these areas.

The Department of Mathematical Sciences offers the Bachelor of Science degrees in the following majors:

- Mathematics
- Computer Science.

The Department of Business and Public Administration, in collaboration with the Department of Mathematical Sciences offers a Bachelor of Science degree in Business and Public Administration with a concentration in Computer Information Systems (CIS) and a minor in CIS. For information and requirements for CIS please refer to the Department of Business and Public Administration section in this catalog.

The Department also offers the following MINOR programs:

- Mathematics
- Computer Science.

DESCRIPTION OF MAJOR PROGRAMS

COMPUTER SCIENCE

The Computer Science major program is designed for students who are pursuing careers in computer-oriented industries, education, and government. Students are prepared, also, to pursue higher studies in computer science. Students are trained in both fundamental and advanced programming languages, operating systems, and data structures for processing information, networking and other advanced techniques.

Required Courses for Computer Science Major

All students are required to have a minimum of 120 hours to graduate with a degree in Computer Science and also are required to pass the Math Competency and English Competency Examinations for graduation from Shaw University. A grade of "C" or better is required in all major courses with prefix CSC.

The following is a list of required courses for completing a major in Computer Science.

University Core Requirements

BIO 211	General Biology
CIS 101	Introduction to Computers
CHE 212	General Chemistry I
ENG 110	College English & Composition I
ENG 111	College English & Composition II
ENG 112	College Composition & Argument
ENG 113	College Composition & Research
ETH 100	Fuoundations of Knowledge and Ethics
ETH 200	Ethical Concepts & Issues
ETH 300	Professional Ethics
HPE 111	Personal Health and Safety
HPE 112	Fundamental Motor Skills
HUM 200	Introduction to Humanities
INT 115	Survey of World Civilizations
MAT 115	Pre-Calculus
MCO 210	Public Speaking
ORC 111	Orientation to College
MAT 116	Computational Science
SOC 115	Survey of Social Science

Major Requirements

CSC 201	Introduction to Computer Science I
CSC 202	Introduction to Computer Science II
CSC 205	C- Programming - I
CSC 312	Computer Systems
CSC 315	Computer Organization and Assembly Language
CSC 325	Computer Architecture
CSC 330	Data Structure and Algorithm Analysis
CSC 340	Data Communication and Network
CSC 435	Programming Languages and Compilers
CSC 445	Software Engineering
CSC 465	Operating Systems
CSC 475	Special Topics in Computer Science
MAT 201	Calculus I
MAT 202	Calculus II
MAT 212	Discrete Mathematics
MAT 312	Linear Algebra

Any six hours of approved courses from the following:

MAT 200	Biostatistics
MAT 203	Calculus III
MAT 232	Theory of Numbers
MAT 313	Probability and Statistics
MAT 411	Differential Equations
MAT 417	Introduction to Numerical Analysis
CSC 206	C- Programming II
CSC 345	Internship Experience
CIS 212	Programming Principles with FORTRAN
CIS 215	Business Applications - COBOL I
CIS 216	Business Applications - COBOL II
CIS 320	Database and File System
PHY 201	General Physics I

The students can take other courses, which will be treated as electives to complete the minimum requirement of 120 hours for graduation. A grade of “C” or better is required in all major courses with CSC prefix.

MINOR IN COMPUTER SCIENCE

Students who want to minor in Computer Science must complete at least 19 hours out of the following courses. A grade of “C” or better must be earned in all CSC courses.

Required Courses:

MAT 115	Precalculus
MAT 212	Discrete Mathematics C
CSC 201	Introduction to Computer Science I
CSC 202	Introduction to Computer Science II
CSC 205	C- Programming I

THREE hours from the following:

CSC 312	Computer Systems
CSC 315	Computer Organization and Assembly Language
CSC 325	Computer Architecture
CSC 330	Data Structures and Algorithm Analysis
CSC 340	Data Communications and Network

* * * * *

See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

**B.S. IN MATHEMATICAL SCIENCES
COMPUTER SCIENCE MAJOR**
Academic Advisement - Suggested Sequence of Courses

Fall

Spring

Freshman Year

MAT 115	Pre-Calculus	4	MAT 116	Computational Science	4
CIS 101	Introduction to Computers	3	ENG 111	College English & Comp II	3
ENG 110	College English & Comp I	3	INT 115	Survey of World Civ	3
ETH 100	Found. of Knowledge & Ethics	3	BIO 211	Gen. Biology	4
SOC 115	Intro to Social Science	3	HPE 111	Personal Health/Safety	<u>1</u>
ORC 111	Orientation to College	<u>1</u>			15
		17			

Sophomore Year

CSC 201	Intro to Computer Science I	3	CSC 202	Intro to Computer Science II	3
MAT 201	Calculus I	4	MAT 202	Calculus II	4
CHE 212	General Chemistry I	4	MAT 212	Discrete Mathematics	3
HUM 200	Intro. to Humanities	3	MCO 210	Public Speaking	3
ENG 112	College Comp & Argument	<u>3</u>	HPE 112	Fundamental Motor Skills	1
		17	ETH 200	Ethical Concepts & Issues	<u>3</u>
					17

Junior Year

ENG 113	English. Comp. & Research	3	Math 312	Linear Algebra	3
ETH 300	Professional. Ethics	3	CSC 330	Data Structure & Algorithm. Anal.	3
CSC 205	C Programming I	3	CSC 340	Data Comm. & Networks	3
CSC 312	Computer Systems	3	Electives		<u>6</u>
Electives		<u>3</u>			15
		15			

Senior Year

CSC 315	Computer Organization	3	CSC 325	Computer Architecture	3
CSC 435	Programming. Lang. & Compilers	3	CSC 465	Operating Systems	3
CSC 445	Software Engineering	3	CSC 475	Special Topics	3
Electives		<u>3</u>	Electives		<u>3</u>
		12			12

TOTAL REQUIRED: 120 credit hours

Computer Science Course Description

CSC 201 Introduction to Computer Science I (3) Prerequisite: MAT 115

The first course in a two-semester sequence in algorithmic problem solving. Basic data structures, data and procedural abstraction, and problem-solving strategies are discussed and exemplified using modern programming technology. Programming laboratory experiences to build problem-solving skills accompany this course.

CSC 202 Introduction to Computer Science II (3) Prerequisite: CSC 201

A continuation of CSP 201, including topics of searching and sorting, algorithmic complexity, and elementary numerical analysis. Laboratory experiences extended to the user interfaces of variety systems.

CSC 205 Programming I (3) Prerequisite: CSC 201

An introduction to the syntax, semantics, and application of a modern programming language. Topics include declaration, variables, output, input, selection, loops, subprograms, arrays, stings, pointers, and union. Guided laboratory.

CSC 206 Programming II (3) Prerequisite: CSC 205

A continuation of the principles of good programming style developed in both CSC 210 and CSC 205. Structured programming methods and top-down program design. String processing, internal searching and sorting methods, pointers, elementary data structures, and recursion. Guided laboratory.

CSC 312 Computer Systems (3) Prerequisite: CSC 202, MAT 201

A first course in digital systems, including a treatment of logic and digital circuits as well as design using register-level components. Data representation, device characteristics, and register transfer notation are covered in a manner that stresses application of basic problem-solving techniques to both hardware and software design. Requirement specifications, the design process, and issues associated with the use of graphical interfaces are also discussed.

CSC 315 Computer Organization and Assembly Language (3) Prerequisite: CSC 312

A first course in computer organization and assembly language programming. Students are exposed to the register-level architecture of a modern processor and gain experience programming in the assembly language for that processor. Topics associated with data representation, I/O devices, and bus transactions that have been previously maintained are reinforced and amplified.

CSC 325 Computer Architecture (3) Prerequisite: CSC 315

A course dealing with design alternatives in computer architecture. Instruction set architectures, memory subsystem organization, interfacing concepts and issues arising in managing communication with the processor are covered, as are a number of alternative computer architectures.

CSC 330 Data Structure & Algorithm Analysis (3)**Prerequisite: CSC 312, MAT 202**

A course in algorithms that treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Intractable problems, such as those found in artificial intelligence, are discussed. An introduction to parallel algorithms is also included.

CSC 340 Data Communications and Networks (3)**Prerequisite: CSC 315**

An introductory course in data communications, including digital data communications techniques, data link controls, multiplexing and design of networks. Guided laboratory.

CSC 345 Internship Experience (3) Prerequisite: Junior Standing

Supervised work experience in computer science or a closely related area, resulting in meaningful work for the employing firm and a scholarly project for the student.

CSC 435 Programming Languages and Compilers (3)**Prerequisite: CSC 315**

A course that treats language-design issues and language translators after students have had exposure to variety of programming languages and problem-solving paradigms, so that linguistic issues and programming paradigms can be treated at a more advanced level.

CSC 445 Software Engineering (3) Prerequisite: CSC 315

A course that treats topics associated with the design and implementation of large software systems. A continued emphasis on problem-solving concepts is integrated with a treatment of software life cycles, requirement specifications, and verification and validation issues. Social and ethical issues faced by the computing professional are discussed in the context of software engineering.

CSC 465 Operating Systems (3) Prerequisite: CSC 315 and CSC 445

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

CSC 475 Special Topics in Computer Science (3)**Prerequisite: Dependent on the Topics To Be Offered**

Detailed study of special topics in Computer Science, including (but not limited to) structure and use of various UNIX systems; introduction to parallel and distributed processing and systems; introduction to artificial intelligence; web design and authoring; computer graphics; simulations and multimedia programming; and any emerging technologies. Guided laboratory.

MATHEMATICS MAJOR

The Mathematics major program is designed to train students in mathematical techniques, applications of mathematics, critical thinking and problem-solving skills. This training not only prepares the students in the world of work in industries, education, and government where numerical techniques are required but also to pursue higher studies in pure or applied mathematics.

REQUIRED COURSES FOR MATHEMATICS MAJOR

The following is a list of required courses for completing a major in Mathematics.

UNIVERSITY CORE REQUIREMENTS

ENG 110	College English & Composition I
ENG 111	College English & Composition II
ENG 112	College Composition and Argument
ENG 113	English Composition & Research
HPE 111	Personal Health /Safety
HPE 112	Fundamental Motor Skills
CIS 101	Introduction to Computers
ETH 100	Foundation of Knowledge and Ethics
ETH 200	Ethical Concepts and Issues
ETH 300	Professional Ethics
ORC 111	Orientation to College
INT 115	Survey of World Civilization
SOC 115	Introduction to Social Science
MAT 115	Precalculus
MAT 116	Computational Science
MCO 210	Public Speaking
BIO 211	General Biology
CHE 212	General Chemistry - I
HUM 200	Introduction to Humanities

MAJOR REQUIREMENTS FOR MATHEMATICS

MAT 201	Calculus I
MAT 202	Calculus II
MAT 203	Calculus III
MAT 232	Theory of Numbers
MAT 311	Modern Algebra
MAT 313	Probability and Statistics
MAT 413	Real Analysis

Any TWO of the following THREE courses

MAT 323	Modern Geometry
MAT 411	Differential Equations
MAT 417	Numerical Mathematics

Any TWO of the following THREE courses

PHY 201	General Physics I
PHY 202	General Physics II
CHE 214	General Chemistry II

The students can take other courses, which will be treated as electives to complete the minimum requirement of 120 hours for graduation. A grade of “C” or better is required for all MAT courses in the major. Students are also required to pass the Math and English Competency Examinations to graduate with a Bachelor’s degree.

MINOR IN MATHEMATICS

Students who want to minor in mathematics must complete at least 15 hours from the following courses:

MAT 201	Calculus I
MAT 202	Calculus II
MAT 203	Calculus III
MAT 312	Linear Algebra
MAT 313	Probability and Statistics
MAT 411	Differential Equations

B.S. IN MATHEMATICAL SCIENCES
MATHEMATICS MAJOR
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
MAT 115	Precalculus	4	MAT 201	Calculus	4
ENG 111	College English & Comp II	3	MAT 116	Computational Science	4
ETH 100	Foundations Of Ethics	3	SSC 115	Intro. to Social Science	3
INT 115	Survey of World Civ	3	ENG 112	Composition & Argument	3
CIS 101	Intro. to Computers	3	HPE 111	Personal Health/Safety	1
ORC 111	Orientation to College	1			15
		17			

Sophomore Year					
ENG 113	College Comp & Research	3	BIO 211	General Biology I	4
HUM 200	Intro Humanities	3	HPE 112	Fundamental Motor Skills	1
ETH 200	Concept & Issues	3	CHE 214	General Chemistry II	4
MAT 202	Calculus II	4	MAT 203	Calculus III	4
CHE 212	General Chemistry I	4	MAT 312	Linear Algebra	3
		17			16

Junior Year

MAT 232	Number Theory	3	MAT 311	Modern Algebra	3
PHY 201	General Physics I	4	PHY 202	General Physics II	4
MCO 210	Public Speaking	3	MAT 313	Probability & Statistics	3
Electives		<u>6</u>	Electives		<u>6</u>
		16			16

Freshman Year

MAT 411	Differential Equations (elec)	3	MAT 417	Intro to Numerical Analysis (elec)	3
MAT 413	Real Analysis	3	ETH 300	Professional Ethics	3
Electives		<u>6</u>	Electives		<u>6</u>
		12			12

TOTAL REQUIRED: 120 credit hours

Mathematics Course Description

MAT 110 Basic Mathematics (3)

This is a University Core Course in mathematics for non-science majors designed to master arithmetic skills and to provide training in critical thinking and problem solving skills. It will cover topics including number systems, operations on numbers, application problems, prime numbers, arithmetic using symbols, evaluating algebraic expressions.

MAT 111 General Mathematics I (3)

Prerequisite: MAT 110 or Placement Test

This is a University Core Course in mathematics for non-science majors which is designed to develop skills and ability to reason logically and to master basic algebraic manipulations. The topics include set theory, symbolic logic, and basic algebra.

MAT 112 General Mathematics II (3) Prerequisite: MAT 111

This is also a University Core Course in Mathematics for non-science majors which is a continued study of beginning algebra, statistics and applications. The topics include the following: linear, quadratic equations, systems of equations, graphing functions, probability, elementary statistics, areas and volumes of simple plane figures and solids and applications, and consumer mathematics.

MAT 113 Intermediate Algebra (3)

Prerequisite: MAT 112 or Placement Test

This is a reinforcement of algebraic manipulations with topics including polynomials, factoring polynomials, and solving linear, quadratic equations, and systems of equations, introduction to the concept of functions and graphs.

MAT 115 Precalculus (4) Prerequisite: MAT 113 or Placement Test

This course integrates the traditional algebraic and trigonometric topics into the study of functions and graphs, utilizing graphing technology. Topics included are polynomial, rational, exponential and logarithmic, and trigonometric functions. Emphasis is placed on using available technology as a tool in exploring functions and in problem solving.

MAT 116 Computational Science (4) Prerequisite: MAT 115

This is an introduction to scientific computing, emphasizing programming techniques primarily related to the use of application software in science and mathematics. Students are also introduced to computational mathematics and some basic knowledge to use computers. This course has a laboratory component.

MAT 200 Biostatistics (3) Prerequisite: BIO 211, MAT 115 and MAT 116

This is an introduction to basic probability and statistical concepts with particular reference to biological data. Topics include descriptive statistics, probability distributions, estimating, hypothesis testing, analysis of variance, correlation and regression. A statistical package like MATLAB or graphing calculators will be integrated throughout the course.

MAT 201 Calculus I (4) Prerequisite: MAT 115 or Placement Test

This is the first of a sequence of three calculus courses. Topics include functions, limits, derivatives and applications, and definite and indefinite integrals.

MAT 202 Calculus II (4) Prerequisite: MAT 201

This is a study of applications of definite integrals, calculus of transcendental functions, techniques of integration, sequences, infinite series, plane curves, conic sections, and polar coordinates.

MAT 203 Calculus III (4) Prerequisite: MAT 202

A study of vectors, algebra and calculus of vectors, analytical geometry in 2 and 3 dimensions, vector valued functions and their derivatives and integrals, functions of several variables, partial derivatives, and applications of derivatives of functions of several variables.

MAT 212 Discrete Mathematics (3) Prerequisite: MAT 201

A study of combinatorics, networking, digraphs and applications. This is a required course for Computer Science students.

MAT 232 Theory of Numbers (3)

Prerequisite: MAT 203 or Instructor's Permission

Study of elementary properties of integers, prime and composite numbers. Topics also include Euclidean Algorithm, congruences, Diophantine equations, Chinese Remainder Theorem, Fermat's and Wilson's theorems. This is the first abstract course, which involves theorems and proof techniques.

MAT 311 Modern Algebra (3) Prerequisite: MAT 202 and MAT 232

An abstract mathematics course in which students learn how to prove theorems and use definitions. Topics include algebraic structures such as groups, rings, fields, their sub and quotient structures and homomorphisms.

MAT 312 Linear Algebra (3)**Prerequisite: MAT 116 or Instructor's Permission**

A study of matrices, systems of equations, vectors, vector spaces, linear dependence and independence of vectors, bases, dimension of vector spaces, and linear transformations. Applications to real world problems, using matrices, Marcov chain, Leontief economic models, and others are also studied.

MAT 313 Probability and Statistics (3) Prerequisite: MAT 203

A study of probability spaces, random variables, random sampling, estimation of parameters, and testing hypotheses.

MAT 323 Modern Geometry (3) Prerequisite: MAT 232 and MAT 312

A study of Mathematical logic, historic development of Euclidean and Non-Euclidean geometry, Euclid's postulates, axiomatic systems, transformation geometry, vectors, and projective geometry.

MAT 411 Differential Equations (3)**Prerequisite: MAT 203 and MAT 312**

A study of ordinary differential equations and their solutions, numerical methods of solution, Laplace Transform, Power series solutions, and systems of equations. Also various applications in Physics, engineering, mechanics are studied.

MAT 413 Introduction to Real Analysis (3)**Prerequisite: MAT 203 and MAT 232**

A study of rigorous development of the real number system, sequences and series, sets, limits, continuity and differentiability of functions, and the Reimann integral.

MAT 417 Introduction to Numerical Analysis (3)**Prerequisite: MAT 116 and MAT 203**

This includes a study of computational procedures using the computer, linear systems, and root approximation of algebraic and transcendental equations, approximating functions by interpolating polynomials, and numerical differentiation and integration.

MAT 423 Introduction to Complex Analysis (3)**Prerequisite: MAT 413**

This course deals with algebra and calculus of complex numbers, analytic and harmonic functions, series representation, theory of residues, conformal mappings, and contour integration.

MAT 425 Introduction to Set Theory and Topology (3)**Prerequisite: MAT 413**

A study of elementary set theory, cardinal numbers, Hasdorff's maximal principle, connectedness, compactness, and separation axioms.

MAT 433 History of Mathematics(3) Prerequisite: MAT 232

A study of mathematical thought and its evolution, biographical and historical content in reference to mathematical procedures and techniques.

MAT 481 Seminar (1) Prerequisite: Senior Status, Adviser's Consent
Exposure to readings and problems which are not covered in the curriculum.

MAT 491 Research (1-3) Prerequisite: Adviser's Consent

MAT 492 Research (1-3) Prerequisite: Adviser's Consent

COMPUTER INFORMATION SYSTEM (CIS)

For information on the requirements for area of concentration in CIS and a minor in CIS please refer to the Department of Business and Public Administration in this catalog.

SPECIAL PROGRAM

DUAL DEGREE ENGINEERING PROGRAM

This dual degree engineering program is a plan whereby an undergraduate student will attend Shaw University for approximately three (3) academic years and North Carolina A&T State University (NCA&TSU) or North Carolina State University (NCSU) for approximately two (2) years. After completing the academic requirements of Shaw University and one of NCA&TSU or NCSU, the student will be awarded, concurrently, a bachelor's degree from Shaw University and a Bachelor of Science degree in engineering by NCA&TSU or NCSU respectively.

Dual degree students from Shaw University are eligible to pursue a B.S degree in engineering in the following fields:

NCA&T SU

Civil Engineering
Electrical Engineering
Mechanical Engineering
Agricultural Engineering
Architectural Engineering
Chemical Engineering
Industrial Engineering

NCSU

Civil Engineering
Electrical Engineering
Mechanical Engineering
Aerospace Engineering

ADMISSION REQUIREMENTS

A dual degree student must select a major at Shaw University that is closely allied with the engineering major at NCA&TSU or NCSU. In addition to students satisfying admission requirements to Shaw University, the student that is seeking admission to the Dual Degree Program must have completed a college preparatory track in high school, that includes four(4) units of English, three(3) units of mathematics, and three(3) units of natural sciences. The student should have earned a high school GPA of at least 3.0 on a 4.0 scale or have earned 24 semester hours and a 2.5 GPA at Shaw. The dual degree student should have obtained a SAT score of at least 850.

REQUIREMENTS FOR APPROVAL AS A DEGREE SEEKING STATUS AS A DUAL DEGREE STUDENT AT NCA&TSU

In order for a student to attain full status as a dual degree candidate at NCA&TSU, the student must have:

- completed 3/4 of the credit hours required for a degree from Shaw University.
- A recommendation from the designated official at Shaw University
- A 2.5 GPA at Shaw University

Admission to the School of Engineering at NCA&TSU is guaranteed to Shaw University students who satisfy the requirements stated above.

REQUIREMENTS FOR A DEGREE FROM SCHOOL OF ENGINEERING AT NCSU

The degree requirements for students in the Dual Degree Program is the same as that of other engineering students at NCSU. Admission to the School of Engineering is required at a time such that minimum of 48 of the last 60 hours of the program will be completed at NCSU.

Admission to NCSU is processed through the NCSU Admissions office. The criteria for acceptance into a degree program is same the same for dual degree students as that of all other students.

CITIZENSHIP REQUIREMENT

Because NCSU is a state-supported institution with limited resources to provide engineering education to the people and industry of the state, only U.S citizens or permanent residents will be allowed to register for courses taught by the school of engineering while still enrolled at Shaw University.

PARTICIPATION IN COOPERATING RALEIGH COLLEGES (CRC)

A dual degree student may take courses on the NCSU campus while still enrolled at Shaw University through the CRC program. All courses taken through the CRC program require prior approval from the Vice President, Academic Affairs at Shaw University. In addition all engineering courses taken through the CRC program at NCSU must be approved by the Director of Continuing Services of the School of Engineering at NCSU and the appropriate advisor at Shaw University. Students seeking approval from the Director of Continuing Services must present current transcripts from all schools (beyond high school) previously attended. Pre- registration for such courses is recommended.

DEPARTMENT OF MULTIDISCIPLINARY STUDIES

DEGREE OFFERED:
Bachelor of Arts in Liberal Studies

DEPARTMENT PURPOSE:
The department’s purpose is to prepare men and women to take leadership positions in the twenty-first century, a time which will bring changes to an extent and at a rate unparalleled in human history. By creating an environment that nurtures students’ ability to learn, to adapt to the social and technological changes they will encounter, and to maintain their personal and professional integrity, the department seeks to develop individuals capable of making not only good livings but also good lives for themselves and others.

MAJOR OFFERED:
The Liberal Studies major program is individualized to suit each student’s personal interests and career goals. Rather than restricting the student to a single specialized body of knowledge, the program allows each student, with assistance from departmental faculty, to study any two of the fields described in the Shaw University catalog. The student learns how these two fields are connected to one another and how to work with them in interdisciplinary ways.

University Core:		Credit Hours
BIO 111	Introduction to Biological Science	3
CIS 101	Introduction to Computers	3
ENG 110	College English & Composition I	3
ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
ETH 000	Ethics Seminar	0
ETH 100	Foundations of Knowledge & Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
HPE 111	Personal Health & Safety	1
HPE 112	Fundamental Skills	1
HUM 200	Introduction to the Humanities	3
INT 115	Survey of World Civilizations	3
MAT 110	Basic Math	3
MAT 111	General Math I	3
MAT 112	General Math II	3
MCO 210	Public Speaking	3
ORC 111	Orientation to College	1
PHY 112	Introduction to Physical Science	3
SOC 115	Introduction to Social Sciences	<u>3</u>
		54

Students in this major take eleven courses (33 semester hours). Three of these courses (9 semester hours) are taken with the Liberal Studies faculty, ideally one course each academic year, beginning with the sophomore year: MDS 216, MDS 360, and MDS 418. Two more courses (6 semester hours) at the 200-level or higher are selected by the student from one or both of the students' chosen fields. The remaining courses (18 semester hours) in the program must be at the 300-and 400-levels with three courses selected by the student with academic advisement from departmental faculty in the chosen disciplines. Instructors for these courses are all specialists in the respective fields.

DEPARTMENTAL CORE COURSES:

The Departmental Core consists of five (5) courses (15 credit hours) chosen by the faculty for their relevance to its written goals and objectives. The Department also encourages the student to create and experience a personal set of core course through choice of electives.

The Multidisciplinary Studies departmental core include the following:

ENG 211	Introduction to World Literature	3
ENG 309	Advanced Composition and Rhetorical Theory	3
PHI 240	Introduction to Philosophy	3
CIS 210	Introduction to Computer Information Systems	3
SPA 151	Elementary Spanish I	3
MUS 225	Music Appreciation	3

Major Requirements:

MDS 216	Classics and Contemporaries	3
MDS 360	Special Topics in Liberal Studies	3
MDS 418	Senior Seminar in Liberal Studies	3
EVR 300	Research and Portfolio Development	3

Plus six (6) required credit hours from two different degree programs:

Degree Program 1	6
Degree Program 2	6

**DEPARTMENT OF MULTIDISCIPLINARY STUDIES
FOUR-YEAR COURSE DISTRIBUTION IN LIBERAL STUDIES**

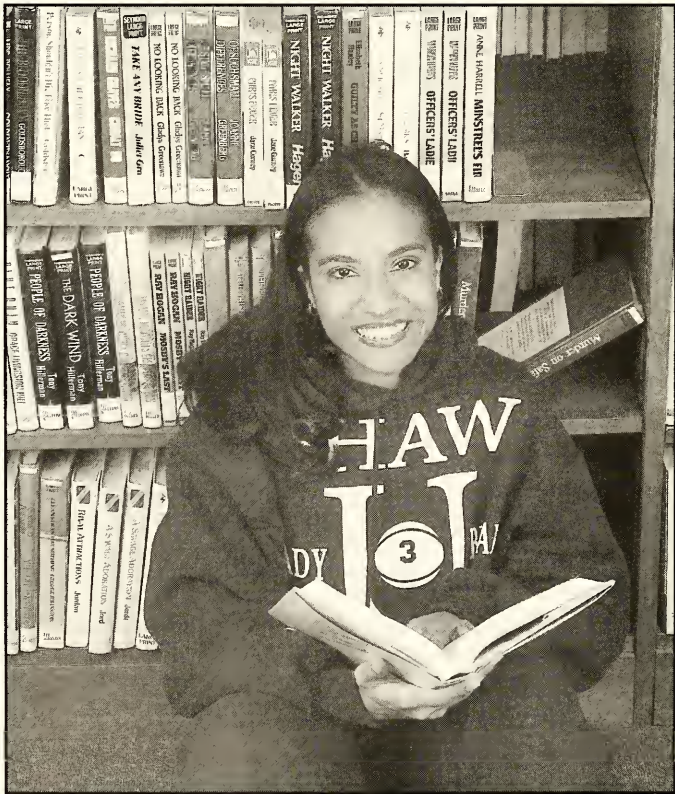
Assisted by his or her advisor, each student majoring in Liberal Studies chooses two fields from any of those offered at Shaw University. Each semester, the advisor and student choose courses in those fields that best relate to the student's interests and plans for the future. Because each Liberal Studies program is custom designed, there is no one distribution of courses for all students. Therefore, the course distribution represents a sample course distribution for a student who wishes to work with youth, especially those who are at risk. The student might well choose to combine the two fields of psychology and sociology with electives in Criminal Justice as the four-year curriculum.

See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

Fall			Spring		
Freshman Year					
ENG 110	College Eng & Comp I	3	BIO 110	Intro Biological Science	3
ETH 100	Foundations of Knowledge	3	ENG 111	College Eng & Comp II	3
ETH 000	Ethics Seminar	0	HPE 112	Fundamental Motor Skills	1
HPE 111	Personal Health & Safety	1	MAT 112	General Math II	3
INT 115	Survey of World Civ	3	PHI 240	Intro to Philosophy	3
MAT 111	General Math I	3	SSC 115	Intro to Social Science	<u>3</u>
ORC 111	Orientation to College	<u>1</u>			16
		14			
Sophomore Year					
ENG 112	College Comp & Argumnt	3	ENG 113	Composition & Research	3
ETH 200	Ethical Concepts	3	CIS 200	Intro to Computers	3
PHY 112	Intro to Physical Science	3	HUM 200	Intro to the Humanities	3
	Six (6) Credit Hours from	0	MCO 210	Public Speaking	3
	Degree Program(s)	<u>6</u>	MDS 216	Classics & Contemporaries	<u>3</u>
		15			15
Junior Year					
ENG 309	Advanced Composition	3	ENG 211	Intro to World Literature	3
ETH 300	Professional Ethics	3	MDS 360	Spec Topic in Liberal Studies	3
SPA 151	Elementary Spanish I	3	SPA 152	Elementary Spanish II	3
Six Credit Hours from Degree Program(s)		<u>6</u>	Six Credit Hours from Degree Program(s)		<u>6</u>
		15			15
Senior Year					
15 Credit Hours from Degree Program(s)		<u>15</u>	MDS 418	Sen Seminar in Liberal Stud	3
			12 Credit Hours from Degree Program(s)		<u>12</u>
		15			15

Total: 120 hours

* Each student is required to take a total of six (6) credit hours from the required degree program from two different degree programs. These courses are listed in the course distribution as requirements from degree program(s). Refer to the requirements for each major area as listed under the appropriate department for additional specificity and detail of the requirement for each degree program.



DEPARTMENT OF NATURAL AND PHYSICAL SCIENCES

DEGREES OFFERED:

**Bachelor of Science Degree in Biology, Chemistry,
Environmental Science, and Physics**

DEPARTMENT PURPOSE:

The purpose of the Department of Natural and Physical Sciences is to prepare increasing numbers of students for employment and graduate programs in the fields of life and physical sciences through its bachelor of science degree program offerings. The departmental goal is to become a center of excellence and recognition for producing highly competitive students with backgrounds and interest in these fields, thereby having a significant impact on the projected manpower shortage of science professionals at the national level.

MAJOR PROGRAMS OFFERED:

- Biology
- Chemistry
- Environmental Science
- Physics

The Major in Biology

The Biology Major is a structured curriculum that allows students to enroll in a variety of courses emphasizing specific areas of life sciences. Students must earn a grade of "C" or better in all biology courses and a satisfactory grade in all other courses required for the major.

Departmental Core Requirements

Biology 211	General Biology
Biology 212	General Zoology
Biology 232	General Botany
Biology 311	Genetics
Biology 312	Comparative Vertebrate Anatomy
Biology 323	Vertebrate Physiology
Biology 332	Microbiology
Biology 423	Ecology
Biology 432	Biochemistry
Biology 481	Seminar I
Biology 482	Seminar II

Other major area courses required in the program include chemistry and physics and are specified under the four-year degree plan.

Major Requirements

Course Distribution
124 Semester Hours

Core Requirements		Departmental Requirements	
		Biology Courses	
English 110	3	Biology 211	4
English 111	3	Biology 212	4
English 112	3	Biology 232	4
English 113	3	Biology 311	4
Ethics 100	3	Biology 312	4
Ethics 200	3	Biology 323	4
Ethics 300	3	Biology 332	4
Mathematics 115	4	Biology 423	4
Mathematics 116	4	Biology 432	4
Public Speaking 210	3	Biology 481	1
General Biology 211	4	Biology 482	<u>1</u>
General Chemistry I 212	4		38
Personal Health and Safety 111	1		
Fundamental Motor Skills 112	1	Chemistry Courses	
Orientation to College 111	1	Chemistry 214	4
Survey of World Civilization 115	3	Chemistry 341	4
Survey of Social Science 115	3	Chemistry 342	<u>4</u>
Introduction to Humanities 200	<u>3</u>		12
	52	Physics Courses	
		Physics 212 or 201	4
		Physics 214 or 202	<u>4</u>
			8
		Electives	14

* * * * *

See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

**B.S. NATURAL AND PHYSICAL SCIENCES
BIOLOGY MAJOR**
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ORC 111	Orientation to College	1	HPE 111	Personal Health & Safety	1
ENG 110	College English & Composition	3	ENG 111	College English. & Comp II	3
MAT 115	Pre-Calculus	4	MAT 116	Computational Mathematics	4
BIO 211	General Biology	4	CHE 214	General Chemistry II	4
CHE 212	General Chemistry I	4	BIO 212	General Zoology	4
		16			16

<i>Sophomore Year</i>					
MCO 210	Public Speaking	3	ENG 113	College Comp & Research	3
ENG 112	College Comp & Argument	3	ETH 200	Ethical Concepts & Issues	3
ETH 100	Foundations of Ethics	3	SSC 115	<i>Survey of Social Sciences</i>	3
HPE 112	Fundamental Motor Skills	1	CHE 342	Organic Chemistry	4
CHE 341	Organic Chemistry I	4	BIO 323	Vertebrate Physiology	4
BIO 312	Vertebrate Anatomy	4			17
		18			

<i>Junior Year</i>					
INT 115	Survey of World Civs	3	ETH 300	Professional Ethics	3
BIO 311	Genetics	4	BIO 232	Botany	4
HUM 200	Intro to Humanities	3	HUM —	Humanities Elective	3
_____	Elective	3	_____	Elective	3
BIO 481	Biology Seminar I	1	BIO 482	Biology Seminar II	1
		14			14

<i>Senior Year</i>					
BIO 332	Microbiology	4	BIO 423	Ecology	4
BIO 432	Biochemistry	4	PHY 214	General Physics II	4
PHY 212	General Physics I	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
		15			14

* Students may substitute Introduction to Environmental Science, ENV 201 for Ecology, BIO 423. Students who intend to attend Graduate School or Medical School are encouraged to take Biostatistics, MAT 200 and Calculus, MAT 201 and MAT 202.

Biology Course Description

BIO 111 Introduction to Biological Science (3)

A course designed to give the nonscience major a survey of the fundamental aspects of biology. Emphasis is placed on the human as a model organism. Equal exposure is given to cellular organisms and population biology.

BIO 211 General Biology (4) Prerequisite: high school chemistry

Course designed to provide the science major with a strong foundation in the fundamental principles of biology. Evolution and the unity and diversity of life are stressed throughout the course. Common and unique evolutionary solutions to the problems of survival are discussed in a format that moves from the molecular basis of life through cell, organism, and population biology. There are three hours of lecture and one three-hour laboratory per week.

BIO 212 General Zoology (4) Prerequisite: BIO 211

Study of the biology of the major groups of animals with emphasis on morphology, taxonomy, diversity, and physiology. There are three hours of lecture and one three-hour laboratory per week.

BIO 232 General Botany (4) Prerequisite: BIO 211

Study of the theories, principles, and concepts of plant life. An evolutionary approach is emphasized. Topics include diversity, taxonomy, morphology, and physiology. There are three hours of lecture and one three-hour laboratory per week.

BIO 311 Genetics (4) Prerequisites: BIO 211, CHE 341, and MAT 115

The study of the physical basis of inheritance. Topics include genes as units of heredity and development, the qualitative aspects of genetic variation, and the physical and chemical properties of genetic materials. There are three hours of lecture and one three-hour laboratory per week.

BIO 312 Comparative Vertebrate Anatomy (4) Prerequisite: BIO 211

A study of morphology, systematic and phylogenetic relationships with emphasis on the vertebrates, with various theories of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimens from various vertebrate classes. There are three hours of lecture and one three-hour laboratory per week.

BIO 323 Vertebrate Physiology (4) Prerequisites: BIO 312 and CHE 212

The study of the physiology of vertebrates, with particular reference to man and the lower animals. There are three hours of lecture and one three-hour laboratory per week.

BIO 332 Microbiology (4)

Prerequisites: BIO 211, CHE 341, and MAT 115

The study of microorganisms, with emphasis on bacteria and viruses. Techniques of sterilization, isolation, identification, and handling of microorganisms are included in the laboratory. There are three hours of lecture and one three-hour laboratory per week.

BIO 371 Human Anatomy (4)

A study of the structure of the human body. Emphasis is placed on the basic concepts and their application to various body components and activities. There are three hours of lecture and one three-hour laboratory each week.

BIO 372 Human Physiology (4) Prerequisite: BIO 371

A study of the functions of various human body systems. Emphasis is placed on the basic concepts and their applications to various body components and activities. There are three hours of lecture and one three-hour laboratory each week.

BIO 423 Ecology (4) Prerequisites: BIO 211, CHE 341, and MAT 115

Exploration of the principles that govern the distribution and interaction of populations. Classical theory of abiotic environmental controls is contrasted with contemporary concepts that include competition, predation, and other biotic agents that organize populations and communities. In the laboratory, field exercises are used to test various ecological theories and to familiarize students with regional ecosystems. There are three hours of lecture and one three-hour laboratory each week.

BIO 432 Biochemistry (4) Prerequisites: BIO 323 and CHE 341

Study of the properties of biologically active compounds, enzymology, and metabolism. There are three hours of lecture and one three-hour laboratory per week.

BIO 442 Immunology (4) Prerequisites: BIO 323 and CHE 341

An introduction to modern immunological principles, concepts, and applications. There are three hours of lecture and one three-hour laboratory work per week.

BIO 452 Frontiers in Cell and Molecular Biology (3)**Prerequisites: BIO 211 and CHE 341**

A course designed to provide students with biotechnology competencies and research applications in the areas of molecular biology, cell biology, and developmental biology. The textbook materials are supplemented by biotechnology journal article resource materials.

BIO 481 Seminar (1) Prerequisite: junior or senior status

An in-depth study on a subject of biology where students learn how to do a literature search and give an oral presentation. The class meets once a week.

BIO 482 Seminar II (1) Prerequisite: junior or senior status

Identical to BIO 481 with an extended oral presentation.

BIO 491 Research (1-3) Prerequisite: advisor's consent**BIO 492 Research (1-3) Prerequisite: advisor's consent****BIO 493 Neuroanatomy (4) Prerequisites: BIO 371 and BIO 372**

A course designed to meet the required competencies of students majoring in Adapted Physical Education and Kinesiotherapy. It provides an integrated study of the human nervous system from anatomical and physiological points of view. There are three hours of lecture and one three-hour laboratory each week.

The Major in Chemistry

The Chemistry major is a structured curriculum designed to expose students to organic, inorganic, and physical chemistry. Students must earn a grade of “C” or better in the chemistry courses and a satisfactory grade in all other courses required for the major.

Departmental Requirements:

Chemistry 214	General Chemistry II
Chemistry 241	Qualitative Analysis
Chemistry 242	Quantitative Analysis
Chemistry 341	Organic Chemistry I
Chemistry 342	Organic Chemistry II
Chemistry 431	Physical Chemistry I
Chemistry 432	Physical Chemistry II
Chemistry 481	Seminar I
Chemistry 482	Seminar II

Other departmental requirements for the chemistry major include courses in calculus and physics and are specified under the four-year degree plan.

Major Requirements

Course Distribution 127 Semester Hours

Core Requirements		Departmental Requirements Chemistry Courses	
English 110	3	Chemistry 214	4
English 111	3	Chemistry 241	4
English 112	3	Chemistry 242	4
English 113	3	Chemistry 341	4
Ethics 100	3	Chemistry 342	4
Ethics 200	3	Chemistry 431	4
Ethics 300	3	Chemistry 432	4
Mathematics 115	4	Chemistry 481	1
Mathematics 116	4	Chemistry 482	<u>1</u>
Public Speaking 210	3		30
General Biology 211	4	Calculus Courses	
General Chemistry I 212	4	Mathematics 201	4
Personal Health and Safety 111	1	Mathematics 202	4
Fundamental Motor Skills 112	1	Mathematics 203	<u>4</u>
Orientation to College 111	1		12
Survey of World Civilization 115	3		
Survey of Social Science 115	3	Electives	18
Introduction to Humanities 200	<u>3</u>		
	52	Physics Courses	
		Physics 201	4
		Physics 202	<u>4</u>
			8

**B.S. IN NATURAL AND PHYSICAL SCIENCES
CHEMISTRY MAJOR**
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
ORC 111	Orientation to College	1	HPE 111	Personal Health & Safety	1
ENG 110	College English & Comp I	3	ENG 111	College English & Comp II	3
MAT 115	Pre-Calculus	4	MAT 116	Computational Mathematics	4
BIO 211	General Biology	4	CHE 214	General Chemistry II	4
CHE 212	General Chemistry I	4	ETH 100	Foundation of Knowledge	3
		16	INT 115	Survey of World Civ	3
					18

<i>Sophomore Year</i>					
MCO 210	Public Speaking	3	CHE 342	Organic Chemistry II	4
CHE 341	Organic Chemistry I	4	ENG 113	College Comp & Research	3
ENG 112	College Comp & Argument	3	SSC 115	Survey of Social Science	3
HPE 112	Fundamental Motor Skills	1	ETH 300	Professional Ethics	3
ETH 200	Ethical Concepts & Issues	3	MAT 202	Calculus II	<u>4</u>
MAT 201	Calculus I	4			17
		18			

<i>Junior Year</i>					
PHY 201	General Physics I	4	PHY 202	General Physics I	4
CHE 241	Qualitative Analysis	4	CHE 242	Quantitative Analysis	4
CHE 481	Seminar I	1	CHE 482	Seminar II	2
MAT 203	Calculus III	4	_____	Elective	4
_____	Elective	4	HUM 200	Intro to Humanities	<u>3</u>
		17			17

<i>Senior Year</i>					
CHE 431	Physical Chemistry I	4	CHE 432	Physical Chemistry II	4
CHE 481	Seminar I	2	CHE 482	Seminar II	2
_____	Electives	<u>6</u>	_____	Electives	<u>4</u>
		12			12

Chemistry Course Description

CHE 212 General Chemistry I (4) Prerequisite: MAT 115

A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws, and states of matter. There are three hours of lecture and one three-hour laboratory per week.

CHE 214 General Chemistry II (4) Prerequisite: CHE 212

A continuation of General Chemistry I. The topics studied are chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions and acid base concepts, and nuclear chemistry. There are three hours of lecture and one three-hour laboratory per week.

CHE 241 Qualitative Analysis (4) Prerequisites: CHE 212 and CHE 214

A study of the theories and practices of qualitative analysis, using modern analytical instruments and wet chemistry. There are three hours of lecture and one three-hour laboratory per week.

CHE 242 Quantitative Analysis (4)

Prerequisites: CHE 212, CHE 214 and MAT 115

A study of gravimetric and volumetric analyses with an introduction to instrumental analysis. These include acid-base equilibrium, buffer solutions, complex formation reactors, theory of instrumental analysis, and data processing. There are three hours of lecture and one three-hour laboratory per week.

CHE 341 Organic Chemistry I (4) Prerequisite: CHE 214

A study of the physical and chemical properties of cyclic and acyclic alkanes and other basic functional organic groups, including a heavy emphasis on synthesis and reaction mechanisms. There are three hours of lecture and one three-hour laboratory per week.

CHE 342 Organic Chemistry II (4) Prerequisite: CHE 341

A study of the physical and chemical properties of organic substances as they relate to the various functional groups with the use of modern instruments in the laboratory. There are three hours of lecture and one three-hour laboratory per week.

CHE 412 Advanced Inorganic Chemistry (3)

Prerequisites: CHE 214 and MAT 202

A study of the atomic structure, ionic and covalent bonding acid-base chemistry, coordination chemistry, descriptive chemistry of transition metals, halogens and noble gases, and periodicity.

CHE 431 Physical Chemistry I (4) Prerequisite: MAT 202

A course that deals with the application of the principles of physics to study chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium, and chemical kinetics. There are three hours of lecture and one three-hour laboratory per week.

CHE 432 Physical Chemistry II (4)**Prerequisites: CHE 431 and MAT 203**

A continuation of Physical Chemistry I. Topics include chemical bonding and molecular structure, chemical kinetics and reaction mechanisms, properties of condensed phases, surface and colloid chemistry, and quantum mechanics, and spectroscopic techniques. There are three hours of lecture and one three-hour laboratory per week.

CHE 481 Seminar (1) Prerequisite: advisor's consent

An in-depth study on a topic of advanced chemistry and its presentation in the form of a seminar with participation in weekly seminar programs.

CHE 482 Seminar II (1) Prerequisite: advisor's consent

A seminar that is identical to CHE 481 with an extended seminar.

CHE 491 Research (1-3) Prerequisite: advisor's consent**CHE 494 Research (1-3) Prerequisite: advisor's consent**

The Major in Environmental Science

The Environmental Science major is a structured curriculum designed to expose students to a comprehensive approach that emphasizes environmental issues, instrumentation, water and air quality and health effects of the environment. Students must earn a grade of "C" or better in all environmental science courses and a satisfactory grade in all other courses required for the major.

Departmental Requirements:

ENV 201	Introduction to Environmental Science
ENV 210	Environmental Issues and Ethics
ENV 215	Geology
ENV 301	Environmental Instrumentation
ENV 311	Water Chemistry/Water Quality
ENV 314	Air Quality
ENV 401	Environmental Science Seminar I
ENV 402	Environmental Science Seminar II/Research
ENV 410	Principles of Toxicology
ENV 413	Introduction to Environmental Health
ENV 414	Health and Policy
ENV 415	Risk Assessment and Analysis
ENV 499	Internship in Environmental Science

Other departmental requirements for the environmental science major include courses in biology, chemistry, mathematics, and physics and are specified under the four-year degree plan.

Major Requirements:

Course Distribution 123 Semester Hours

Core Requirements		Departmental Requirements Environmental Science Courses	
English 110	3	Environmental Science 201	3
English 111	3	Environmental Science 210	4
English 112	3	Environmental Science 215	4
English 113	3	Environmental Science 301	4
Ethics 100	3	Environmental Science 311	4
Ethics 200	3	Environmental Science 314	4
Ethics 300	3	Environmental Science 401	1
Mathematics 115	4	Environmental Science 402	2
Mathematics 116	4	Environmental Science 410	3
Public Speaking 210	3	Environmental Science 413	3
General Biology 211	4	Environmental Science 414	3
General Chemistry I 212	4	Environmental Science 415	3
Personal Health and Safety 111	1	Environmental Science 499	<u>10</u>
Fundamental Motor Skills 112	1		48
Orientation to College 111	1	Biology Course	
Survey of World Civilization 115	3	Biology 423	4
Survey of Social Science 115	3		
Introduction to Humanities 200	<u>3</u>	Chemistry Courses	
	52	Chemistry 214	4
		Chemistry 341	4
		Chemistry 342	4
			12
		Mathematics	
		Mathematics 200	3
		Physics Course	
		Physics 212	4

B.S. IN NATURAL AND PHYSICAL SCIENCES ENVIRONMENTAL SCIENCE MAJOR Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
<i>Freshman Year</i>					
ORC 111	Orientation to College	1	HPE 111	Personal Health & Safety	1
ENG 110	College English& Comp	3	ENG 111	College English & Comp II	3
MAT 115	Pre-Calculus	4	MAT 116	Computational Mathematics	4
BIO 211	General Biology	4	CHE 214	General Chemistry II	4
CHE 212	General Chemistry I	4	ENV 201	Intro to Environmental Science	4
		16			16

Sophomore Year

MCO 210	Public Speaking	3	ENV 215	Physical Geology	4
CHE 341	Organic Chemistry I	4	CHE 342	Organic Chemistry	4
ENG 112	College Comp & Argument	3	ENG 113	College Comp & Research	3
HPE 112	Fundamental Motor Skills	1	SSC 115	Survey of Social Science	3
ETH 100	Foundations of Ethics	3	ETH 200	Ethical Concepts & Issues	<u>3</u>
ENV 210	Environmntl Issues/Ethics	<u>3</u>			17
		17			

Junior Year

INT 115	Survey of World Civ	3	BIO 423	General Ecology	4
PHY 212	General Physics I	4	ETH 300	Professional Ethics	3
MAT 200	Intro to Biostatistics	3	ENV 314	Air Quality	4
ENV 301	Environmental Instrumentation	4	HUM 200	Intro to Humanities	3
ENV 311	Water Chemistry/Water Quality	<u>4</u>	ENV 401	Environmental Seminar I	<u>1</u>
		18			15

Senior Year

ENV 402	Environ. Seminar II/Research	2	ENV 410	Toxicology	3
ENV 499	Internship	<u>10</u>	ENV 413	Intro to Environmental Health	3
		12	ENV 414	Air Quality	3
			ENV 415	Risk Analysis	<u>3</u>
					12

Environmental Science Course Description

ENV 201 Introduction to Environmental Science (4)

Prerequisites: BIO 211 and CHE 212

A consideration of the interplay between the whole living organism and the environment. Emphasis will be placed on those topics that concern man and his creation of environment and the effects of the environment on man, with the development of the concept of man as a biological organism and a part of the living world.

ENV 210 Environmental Issues and Ethics (3) Prerequisite: ENV 201

An introduction to current problems in the environmental health sciences. Five blocks are presented that deal with (1) community health problems, (2) water quality, (3) air quality, (4) occupational health and safety, and (5) environmental microbiology. A sixth special problem block will deal with current exploration of a variety of ethical issues surrounding the relation of human beings to their environment. This problem block will include traditional moral theories that examine different evaluations of the ethical duties of humans to nonhuman creatures and things.

ENV 215 Physical Geology (4)

An introduction to physical geology that includes rocks, minerals, rock cycle, plate tectonics, and earth processes. Particular emphasis will be on external earth processes, the transportation and deposition of both natural and man-made materials, and their impact on the environment.

ENV 301 Environmental Instrumentation (4)

Prerequisites: ENV 201 and ENV 210

A course designed to give students a general knowledge of the theory and practical application of instrumental methods and practical experience both in instrument operation and the interpretation of data obtained with the instruments.

ENV 311 Water Chemistry/Water Quality (4) Prerequisites: CHE 212, CHE 214, CHE 321, ENV 201, and ENV 301

A course in which students evaluate point and nonpoint pollution in the Falls of the Neuse Lake as a context for learning techniques such as measurement of nutrient concentrations, chlorophyll, and common pollutants. The course provides students with the opportunity to gain hands-on laboratory experience in various water analyses.

ENV 314 Air Quality (4) Prerequisites: CHE 212,, CHE 214, CHE 341, ENV 201, and ENV 301

A survey of the problem of atmospheric pollution. Topics to be discussed include pollutant sources, effects on man and other animals, vegetation, materials and visibility, meteorological factors, air sampling; control devices, air quality, and emission standards; and legal, economic, and administrative issues.

ENV 401 Environmental Science Seminar I (1)

Prerequisites: junior status

Group analysis of problems and issues that confront the environmentalist. The seminar may be multidisciplinary in context.

ENV 402 Environmental Science Seminar II/Research (2)

Prerequisite: senior status; **Corequisite:** ENV 499

Senior majors present a full-length seminar on a topic of interest in environmental studies or on the result of the field experience to the faculty of the department. The presentation should be in-depth with the research methods, data, data analysis, and interpretations of data.

ENV 410 Principles of Toxicology (3) Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342, ENV 312, and ENV 314

Focus is on the harmful or adverse effects that various chemicals, including environmental pollutants exert on biological tissues. Some categories of chemicals discussed are gases, metals, solvents, and pesticides. Each chemical is systematically studied according to source(s) of exposure; route(s) of entry; absorption and distribution; mechanism of action; biotransformation; and excretion.

ENV 413 Introduction to Environmental Health (3)
Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342,
ENV 201, and MAT 200

A survey of basic environmental health issues, including definition of problems, health effects, and control methods. The course includes study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data is included.

ENV 414 Health and Policy (3) Prerequisite: senior status in major
A study of environmental health management and policy, including health risks, American policy institutions, processes, and policy analysis. Current critical issues in environmental health science are also discussed.

ENV 415 Risk Assessment and Analysis (3) Prerequisite: MAT 200
Introduction to quantitative risk assessment and risk analysis including probability theory used in risk assessment; scenario trees and their quantification, case studies; and risk-based decision making.

ENV 499 Internship in Environmental Science (10)
Prerequisites: senior status and all required courses for status
Students arrange to work in any of the following agencies for one semester: (1) municipal waterworks, (2) municipal refuse department, (3) municipal waste water, (4) governmental agencies (Environmental Protection Agency, National Institute of Environmental Health Sciences, etc.) or (5) national or regional agency laboratories. The student may conduct research in their field or gain on-the-job training for his/her professional development.

The Major in Physics

The Physics major is a structured curriculum that exposes students to concepts of electromagnetism, mechanics, optics, quantum, and thermodynamics in physics. Students must earn a grade of "C" or better in all physics courses and a satisfactory grade in all other courses required for the major.

Departmental Requirements:

Physics 201	General Physics I
Physics 202	General Physics II
Physics 203	General Physics III
Physics 311	Mechanics
Physics 312	Thermodynamics and Statistical Physics
Physics 313	Electromagnetism
Physics 320	Physics Laboratory
Physics 411	Relativity and Quantum Physics
Physics 412	Quantum Physics

Other required courses for the physics major include six (6) mathematics courses, three of which are calculus. These courses are specified under the four-year degree plan.

Major Requirements:

Course Distribution
120 Semester Hours

Core Requirements		Departmental Requirements	
		Environmental Science Courses	
English 110	3	Physics 201	4
English 111	3	Physics 202	4
English 112	3	Physics 203	4
English 113	3	Physics 311	4
Ethics 100	3	Physics 312	3
Ethics 200	3	Physics 313	3
Ethics 300	3	Physics 320	2
Mathematics 115	4	Physics 411	3
Mathematics 116	4	Physics 412	<u>4</u>
Public Speaking 210	3		31
General Biology 211	4		
General Chemistry I 212	4	Mathematics Courses	
Personal Health and Safety 111	1	Mathematics 201	4
Fundamental Motor Skills 112	1	Mathematics 202	4
Orientation to College 111	1	Mathematics 203	4
Survey of World Civilization 115	3	Mathematics 312	3
Survey of Social Science 115	3	Mathematics 313	3
Introduction to Humanities 200	<u>3</u>	Mathematics 411	<u>3</u>
	52		21
		Electives	16

B.S. IN NATURAL AND PHYSICAL SCIENCES
PHYSICS MAJOR
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
MAT 115	Pre-Calculus	4	MAT 116	Computational Mathematics	4
CHE 212	General Chemistry I	4	MAT 201	Calculus I	4
_____	Non-Science	<u>8</u>	BIO 211	General Biology	4
		16	_____	Non-Science Core	<u>4</u>
					16
Sophomore Year					
PHY 201	General Physics I	4	PHY 202	General Physics II	4
MAT 202	Calculus II	4	MAT 203	Calculus II	4
CSP 201	Intro to Computer Science	4	MAT 313	Probability & Statistics	3
_____	Non-Science Core	<u>3</u>	_____	Non-Science Core	<u>3</u>
		15			14

Junior Year

PHY 203	General Physics III	4	PHY 312	Thermodynamics & Stat. Physics	4
MAT 311	Mechanics	4	PHY 313	Electromagnetism	4
MAT 417	Numerical Analysis	3	MAT 312	Linear Algebra	3
_____	Non-Science Core	5	MAT 411	Differential Equations	3
		16	_____	Non-Science Core	3
					16

Senior Year

PHY 411	Quantum Mechanics	4	PHY 412	Quantum Physics	4
PHY 320	Physics Laboratory	2	_____	Electives	8
_____	Non-Science Coare	6			12
		12			

Physics Course Description

PHY 201 General Physics I (4)

Prerequisites: MAT 201, PHY 112 and PHY 114

A calculus-based physics course, generally taken by physics, mathematics, computer science, and engineering majors. It covers mechanics of particles and rigid bodies, gravitation, oscillations and waves.

PHY 202 General Physics II (4) Prerequisite: PHY 201

A calculus-based course, generally taken by physics, mathematics, computer science, and engineering majors. The course covers thermal physics, laws of ideal gases, electricity, magnetism, and electromagnetic waves.

PHY 203 General Physics III (4) Prerequisite: PHY 202

A calculus-based physics course, taken by physics, mathematics, computer science, and engineering majors. It covers fluid dynamics, light, optics, and the basics of modern physics.

PHY 212 Physics I (4) Prerequisite: MAT 112

First semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology, chemistry, and environmental science majors. Topics include mechanics, heat, and wave motion.

PHY 214 Physics II (4) Prerequisite: PHY 212

Second semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology and chemistry majors. Topics include electricity, magnetism, light, and modern physics.

PHY 311 Mechanics (4) Prerequisites: MAT 202 and PHY 201

An intermediate course of theoretical mechanics. Topics include problems in Newtonian mechanics, collisions of particles, unharmonic oscillator, motion of rigid bodies, variational principle, Lagrangian and Hamiltonian mechanics, and conservation laws.

PHY 312 Thermodynamics and Statistical Physics (3)**Prerequisites:** MAT 203, MAT 313, and PHY 202

An intermediate course in the fundamentals of thermodynamics and statistical physics. Topics include the concepts of temperature, heat and entropy, laws of thermodynamics, and statistical description of large systems.

PHY 313 Electromagnetism (4)**Prerequisite:** MAT 203, PHY 203, and PHY 311

An intermediate course in the fundamentals of electricity and magnetism, including motion of a particle in uniform electric and magnet fields, electromagnetic field tensor, Maxwell equations, energy-momentum tensor, and electromagnetic waves.

PHY 320 Physics Laboratory (2) Prerequisites: PHY 312 and PHY 313

An advanced physics laboratory involving experiments in mechanics, electromagnetism thermal physics, optics, and atomic and solid state physics.

PHY 411 Relativity and Quantum Mechanics (3)**Prerequisites:** MAT 411, PHY 311, and PHY 313

The basic concepts of modern physics, including special relativity, equations of gravitational field, and foundations of quantum mechanics.

PHY 412 Quantum Physics (4) Prerequisites: PHY 411

The fundamentals of quantum physics and applications including topics in Schrodinger equation, tunneling through barrier, harmonic oscillator, applications to atomic structure, optical spectra, nuclear physics, elementary particle physics, and solid state physics.

The Minor in Biology

The Biology minor consists of courses that provide students with the fundamental principles of biology and systematic representation the structure and function of the vertebrate body plan.

The departmental requirements are as follows:

Biology 211	General Biology
Biology 312	Comparative Vertebrate Anatomy
Biology 323	Vertebrate Physiology

Course Distribution 12 Semester Hours

Departmental Requirements

Biology 211	4
Biology 312	4
Biology 323	4
	12

The Minor in Chemistry

The Chemistry minor consists of courses that provide students with an basic overview of general chemistry and organic chemistry.

The departmental requirements are as follows:

Chemistry 212	General Chemistry I
Chemistry 214	General Chemistry II
Chemistry 341	Organic Chemistry I
Chemistry 342	Organic Chemistry II

Course Distribution 16 Semester Hours

Departmental Requirements

Chemistry 212	4
Chemistry 214	4
Chemistry 341	4
Chemistry 342	<u>4</u>
	16

The Minor in Environmental Science

The Environmental Science minor consists of courses that provide students with an overview of the effects of the environment on man, and the practical application of instruments to environmental concepts and problems.

The departmental requirements are as follows:

Environmental Science 201	Introduction to Environmental Science
Environmental Science 210	Environmental Issues and Ethics
Environmental Science 301	Environmental Instrumentation
Environmental Science 311	Water Chemistry/Water Quality
Environmental Science 314	Air Quality

Course Distribution 19 Semester Hours

Departmental Requirements

Environmental Science 201	4
Environmental Science 210	3
Environmental Science 301	4
Environmental Science 311	4
Environmental Science 314	<u>4</u>
	19

Physical Science Course Description

PHY 112 Introduction to Physical Science (3)

Prerequisite: MAT 111 or its equivalent

A basic course of study in physical science that is intended to provide the student with an overview of the subject. Emphasis is placed on the physical properties of man's ecosystem and the known principles that govern it. Selected topics in physics, chemistry, geology, and the environment are studied.

PHY 114 Physical Science Laboratory (1)

A two-hour laboratory per week course designed to complement the lecture/recitation and text content of Introduction to Physical Science, illustrating the basic concept of the laws of nature. Students participate directly in the exercises, developing skills of observation, data collection, and analysis. Concepts covered are derived from the fields of chemistry, physics, ecology, and earth science.

Special Program in Pharmacy

The Special Program in Pharmacy includes a curriculum of study at Shaw University and at Howard University. Students interested in the Pre-Pharmacy Program at Shaw University enrolls in the Bachelor of Science Degree Program in Biology or Chemistry. Students study at Howard University during their senior year. Upon completion of the senior requirements, students receive a Bachelor of Science Degree in Biology or Chemistry from Shaw University and gain advanced admission status to Howard University College of Pharmacy and Pharmaceutical Science.

DEPARTMENT OF RELIGION AND PHILOSOPHY

DEGREE OFFERED:

Bachelor of Arts in Religion and Philosophy

DEPARTMENT PURPOSE:

The purpose of the Department of Religion and Philosophy is to educate women and men for future graduate studies or professional careers in, or related to, the disciplines and fields of religion, philosophy, and ethics. Its programs of study focus on historical, theoretical, and practical issues in these areas of thought and praxis. These programs are structured around curricula that enables students to gain balanced exposure to the nature, tasks, and roles of theologians, philosophers, ethicists, ministers, and human services professionals in communities of faith, the public square, and the academy.

As part of the University's emphasis on character development, non-transfer students are required to take nine (9) credit hours in ethics and values. Transfer students are encouraged to take 3 to 9 hours in ethics and values, including professional ethics. Refer to page ### of this catalog for a description of the ethics courses.

These curricula include (1) a Bachelor of Arts in Religion and Philosophy, and (2) a minor in either religion or philosophy for students in other degree programs of liberal arts and sciences. The University's emphases on character development are highlighted and featured via the teaching of Ethics and Values courses by qualified faculty within the Department of Religion and Philosophy. A related part of this University-wide thrust in character development is American Humanics Certification initiative in non-profit management which is presently directed by the Chairperson of the Religion and Philosophy Department. This initiative further enhances the mission of Shaw University oriented to "character development and service" among its students, faculty, administration, and collaborating communities. (See "Special Programs" of the University on pages 33 and 71 of this catalog)

MAJORS/PROGRAMS OFFERED:

- Religion and Philosophy Major
(with concentration in Religion or Philosophy)
- Religion Minor
- Philosophy Minor
- Ethics and Values Courses

THE MAJOR IN RELIGION AND PHILOSOPHY

The Religion and Philosophy Major, with a concentration either in Religion or Philosophy, is both structured and flexible to permit students to focus in a particular area of interest. Students must earn a grade of "C" or better in all departmental requirements, which include a shared core of ten courses as well as three elective courses and a senior project course in the area of concentration.

For all religion and philosophy majors, the department core courses are:

Religion 225	Introduction to Religion
Religion 234	World Religions
Religion 235	Bible
Religion 300	History of Christianity
Religion 340	African American Religion
Philosophy 240	Introduction to Philosophy
Philosophy 243	Contemporary Philosophy
Philosophy 255	Logic and Thinking
Philosophy 370	Body, Mind, and Person
Philosophy 385	African American Religion

Along with eight free electives, these departmental requirements allow students to relate their particular interest to their preparation and/or certification either for (1) graduate studies in religious, philosophical, and other professional schools (for example, law, social enterprise, public policy, and social work), or (2) entry-level management in a wide range of religious and human service professions.

To facilitate the unique design of their educational program, students are assigned a departmental faculty member who serves as academic advisor. However, with 120 semester hours required for matriculation, the following four year plan illustrates a possible course distribution.

B.A. IN RELIGION AND PHILOSOPHY
Academic Advisement - Suggested Sequence of Courses

Fall			Spring		
Freshman Year					
*ENG 110	College English & Comp	3	*ENG 111	College English & Comp II	3
*MAT 110	Basic Mathematics	3	*MAT 111	General Math I	3
*CIS 101	Intro to Computers	3	*PHY 112	Intro to Physical Science	3
*ETH 100	Foun. of Knowledge & Ethics	3	*SOC 115	Intro to Social Science	3
*ETH 000	Ethics Seminar	0	*INT 115	Survey of World Civ	3
*BIO 111	Intro to Biological Science	3	*HPE 111	Personal Health & Safety	1
*ORC 111	Orientation to College	1	*HPE 112	Fundamental Motor Skills	1
		16			17
Sophomore Year					
*ENG 112	Composition & Argument	3	*ENG 113	Composition & Research	3
*MAT 112	General Math II	3	*MCO 210	Public Speaking	3
*ETH 200	Ethical Concepts	3	*HUM 200	Intro to Humanities	3
**REL 225	Introduction to Religion	3	**REL 234	World Religions	3
*PHI 240	Intro to Philosophy	3	*PHI 243	Contemporary Philosophy	3
		15			15

Junior Year

*ETH 300 Professional Ethics	3	**REL 300	3
**REL 235 Bible	3	**REL 340 African America Religion	3
**PHI 255 Logic and Thinking	3	**Religion or Philosophy Elective	3
**Religion or Philosophy Elective	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
	15		15

Senior Year

**PHI 370 Body, Mind & Person	3	**PHI 385 African American Philos	3
Religion or Philosophy Elective	3	**REL or PHI 499 Senior Project	3
Elective	3	Elective	3
Elective	3	Elective	<u>3</u>
Elective	<u>3</u>		12
	15		

Total Semester Hours: 120

**University Cor curriculum*

***Departmental Requirements*

THE MINOR IN RELIGION

The minor in Religion requires 15 semester hours, which are distributed as follows:

Religion 225, Introduction to Religion	3
Religion 234, World Religions	3
Religion 235, Bible	3
Religion 340, African American Religion	3
Religion Elective	<u>3</u>
Total Semester Hours:	15

THE MINOR IN PHILOSOPHY

The minor in Philosophy requires 15 semester hours, which are distributed as follows:

Philosophy 240, Introduction to Philosophy	3
(except for majors in which this course is a departmental requirement. If this is the case, then Philosophy 243, Contemporary Philosophy, is substituted for this course.)	
Philosophy 255, Logic and Thinking	3
Philosophy 370, Body, Mind, and Person	3
Philosophy 385, African American Philosophy	3
Philosophy Elective	<u>3</u>
Total Semester Hours:	15

Course Description

ETHICS

ETH 000 Ethics Seminar (0)

A weekly assembly of all students and faculty involved in Ethics 100 courses. Leaders in the social, private, and public sectors share how their ethical perspectives enable them to deal with moral dilemmas, helping students reflect on the ethical implications of their chosen professions and on the relationships of theory and practice.

ETH 100 Foundations of Knowledge and Ethics (3)

Introduction to *doing* philosophy and ethics by studying other people's ideas of our lives and our world in order that students may clarify and defend their own views of a just moral life and society. This course includes a weekly assembly (ETH 000, Ethics Seminar).

ETH 200 Ethical Concepts and Issues (3)

Prerequisite: ETH 100 or permission of instructor

Examination of moral theories from multicultural perspectives so that students can apply these theories to moral concerns of their personal and social lives, such as abortion, sexual freedom, suicide, affirmative action, social welfare, war and peace, and environmental justice. This course includes options for service learning or community service.

ETH 300 Professional Ethics (3) Prerequisites: ETH 100 and ETH 200 or permission of instructor

Nonspecialized and interdisciplinary study of moral issues that arise across and within certain existing and emerging fields and occupations of the public, private, and social sectors. Students explore models of agency and ethical codes of individual and social responsibility in order to defend ways they would resolve different, complex, and difficult ethical problems of management and service delivery in their chosen professions.

PHILOSOPHY

PHI 240 Introduction to Philosophy (3)

An exploration of the origin, scope, and limits of questioning in human existence. "Wonderment is the beginning of philosophy."

PHI 241 Ancient Philosophy (3)

On the questioning of the earliest Western thinkers, and Plato and Aristotle, along with philosophers from ancient cultures.

PHI 242 Modern Philosophy (3)

The rise and development of modernity through the writings of philosophers such as Descartes, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche.

PHI 243 Contemporary Philosophy (3)

Issues addressing present-day thinkers, such as technology, freedom, meaning, and language.

PHI 255 Logic and Thinking (3)

An examination of logic in its development from the early thinkers to the present and an evaluation of the scope and limits of human thinking.

PHI 304 African Religions and Philosophies (3)

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

PHI 355 Philosophy and Religion (3)

Prerequisite: PHI 240 or permission of instructor

A philosophical study of religious questions and doctrines, as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

PHI 363 Contemporary Political and Social Philosophy (3)

Studies the central philosophical ideas and concepts in modern political ideologies and evaluates their visions of democratic politics and civil society.

PHI 370 Body, Mind, and Person (3)

An exploration of the body-mind problem in order to gain an understanding of the meaning of person. The course raises such questions as these: What is wholeness of person? What are body and mind and their relation?

PHI 385 African American Philosophy (3)

Surveys African American approaches to the nature and task of philosophy, in contexts of human fulfillment and social justice, from 1917 into our present world.

PHI 481 Independent Study (3)

Prerequisite: prior permission of department

Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

PHI 499 Senior Project (3) Prerequisite: senior status or permission of the department

A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

RELIGION

REL 225 Introduction to Religion (3)

An examination of the concept of religion and of the phenomena and social practices often classified as “religious.” This course will study the historical construction of “religion” in Western thought and inquire into the adequacy of definitions of religion. Relationships of religion and culture will be emphasized as students explore the interconnection of religion with philosophy, science, politics, and economics.

REL 234 World Religions (3)

Study of religions of the world, including Islam, Judaism, Christianity as well as, religions of Asia, Africa, and the Americas, with emphasis placed on the origins, beliefs, practices, ethics, and historical development.

REL 235 Bible (3)

How the Bible was written and developed, its teachings and their development, the various versions of the Bible, and its significance in ancient times.

REL 236 History of Christianity (3)

A survey of the development of the Christian Church from the first century to the present. Major figures and movements as well as significant theological and ecclesiastical themes and controversies will be examined.

REL 237 Christian Ethics (3)

A study of biblical foundations for Christian ethics, theological traditions of ethical reflection, and contemporary approaches to Christian ethics, including analysis of selected issues and participation in a community-based project.

REL 304 African Religions and Philosophies (3)

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

REL 306 Religion in America (3)

A study of the major churches, sects, and other religious groups in America, stressing their growth, organization, beliefs, and practices. The relevance of religion to politics, business, and human welfare is examined.

REL 325 Introduction to Theology (3)

A study of the historical formulation and development of the major Christian doctrines about God, Jesus Christ, Holy Spirit, humanity, and other subjects.

REL 340 African American Religion (3)

Critical study of the religious (philosophical) worldviews and practices of African Americans in the context of their experience from Africa into our present world.

REL 350 Contemporary Religious Thought (3)

A study of influential and controversial topics, movements, and authors in contemporary religious thought, focusing on the careful reading and discussion of significant recent books in theology.

REL 355 Philosophy and Religion (3)
Prerequisite: PHI 240 or permission of instructor

A philosophical study of religious questions and doctrines as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

REL 362 Sociology of Religion (3)
Studies roles of religion in ordering and transforming human personality and social institutions from perspectives of sociology, psychology, and theology and in contexts of contemporary American society and culture.

REL 365 Christianity and the Family (3)
A survey of the impact and influences of the Christian religion, especially the Bible, on the stability and permanency of the modern symbiotic family.

REL 481 Independent Study (3)
Prerequisite: prior permission of department
Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

REL 499 Senior Project (3) Prerequisite: senior status or permission of the department
A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY

DEGREES OFFERED:

Bachelor of Arts in Sociology, Psychology, Gerontology, Social Work

PURPOSE OF THE DEPARTMENT:

The primary purpose of this Department is to provide students with a liberal arts education that enables them to initiate employment career or to pursue their education in graduate or professional schools. Students of the Department will attain fundamental knowledge of the basic concepts, principles, theories, research methods, and skills in critical thinking and problem solving. Students will also develop awareness about the value of life and commitment to principles.

The Department offers the following majors:

- Sociology
- Psychology
- Gerontology
- Social Work

Students are required to complete 120 semester hours. This total is divided into the following: University Core (54 semester hours), Department Core (18 semester hours), Major Core (30 semester hours) and Electives (18 semester hours).

The department offers a course set of four for its students and for students from other departments. This course set addresses Evaluation Research (EVR) and is listed under the major of sociology.

Department Core:

Regardless of their major, students of this Department are required to take the following six courses:

CRJ 200	Introduction to Criminal Justice
EVR 200	Elementary Statistics
PSY 201	Introduction to Psychology
GRT 202	Introduction to Gerontology
SOW 210	Introduction to Social Work
SOC 211	Introduction to Sociology

The Sociology Major

Sociology is the study of society as a web of diverse and numerous social groups that interact with one another based on the respective values and norms. Students majoring in sociology will learn about society's many social institutions, social groups, social structures, and social processes, and the forces that underlie social change and stability in life.

Major Core Requirements:

SOC 215	Marriage and Family
SOC 300	Social Problems
EVR 300	Research and Portfolio Development (CAPE only)
SOC 308	Social Change
SOC 312	Social Stratification
SOC 315	Race & Ethnic Relations
EVR 322	Introduction to Research
SOC 341	Social Psychology
SOC 344	History of Sociology
SOC 450	Sociological Theory
SOC 491	Seminar in Sociology

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

B.A. IN SOCIOLOGY
Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Health & Physical Educ*	1
HPE 111	Health & Physical Educ*	1	ENG 111	College English & Comp II*	3
ENG 110	College English &Comp I*	3	MAT 111	General Mathematics I*	3
MAT 110	Basic Math*	3	SOC 115	Intro to Social Science*	3
BIO 111	Intro to Biological Science*	3	HUM 200	Introduction to Humanities*	3
ETH 100	Found. of Knowledge & Ethics	3	GRT 202	Intro to Gerontology	3
		14			16
Sophomore Year					
INT 115	Survey of World Civ*	3	PHY 112	Intro to Physical Science*	3
ENG 112	College Comp &Argument*	3	ETH 200	Ethical Concepts & Issues*	3
MCO 210	Public Speaking*	3	CIS 101	Intro to Computers*	3
CRJ 200	Intro to Criminal Justice	3	MAT 112	General Mathematics II*	3
SOC 211	Intro to Sociology	3	ETH 200	Ethical Concepts & Issues*	3
		15			15
Junior Year					
EVR 200	Elementary Statistics	3	SOC 300	Social Problems	3
PSY 201	Intro to Psychology	3	SOC 344	History of Sociology	3
SOC 215	Marriage & Family	3	EVR 300	Research & Portfolio Dev	3
SOW 210	Intro to Social Work	3	SOC 312	Social Stratification	3
SOC 315	Race & Ethnic Relations	3	Elective		3
		15			15
Senior Year					
SOC 341	Social Psychology	3	EVR 322	Intro to Research	3
SOC 308	Social Change	3	SOC 491	Seminar in Sociology	3
SOC 450	Sociological Theory	3	ETH 300	Professional Ethics*	3
Electives		6	Electives		6
		15			15

* University Core

The Psychology Major

Psychology is the systematic study of individuals' behavior, affect, and mental processes. This major acquaints students with the fundamental concepts, theories, and methods of scientific research of the discipline. The major also allows students to apply psychological principles to everyday life.

Major Core Requirements:

PSY 204	Psychology of Personality
PSY 210	Human Development
PSY 304	Abnormal Psychology
PSY 310	Experimental Psychology
EVR 300	Research & Portfolio Development (CAPE Only)
EVR 322	Introduction to Research
PSY 330	Physiological Psychology
EDU 415	Tests and Measurements
SOC 341	Social Psychology
PSY 470	History of Psychology
PSY 492	Seminar in Psychology

B.A. IN PSYCHOLOGY

Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Health & Physical Educ*	1
HPE 111	Health & Physical Educ*	1	ENG 111	College English & Comp II*	3
ENG 110	College English &Comp I*	3	MAT 111	General Mathematics I*	3
MAT 110	Basic Math*	3	SOC 115	Intro to Social Science*	3
BIO 111	Intro to Biological Science*	3	HUM 200	Introduction to Humanities*	3
ETH 100	Found. of Knowledge & Ethics	3	INT 115	Survey of World Civ*	3
		14			16
Sophomore Year					
ENG 112	College Comp &Argument*	3	PHY 112	Intro to Physical Science*	3
PSY 201	Intro to Psychology	3	ETH 200	Ethical Concepts & Issues*	3
CRJ 200	Intro to Criminal Justice	3	MCO 210	Public Speaking	3
GRT 202	Intro to Gerontology	3	CIS 101	Intro to Computers*	3
MAT 112	General Mathematics II*	3	ENG 113	College Comp & Research	3
OR					
EVR 300	Res & Portfolio Developmnt	3			15
		15			
Junior Year					
EVR 200	Elementary Statistics	3	PSY 210	Human Development	3
PSY 204	Psychology of Personality	3	PSY 304	Abnormal Psychology	3
SOC 211	Intro to Sociology	3	PSY 330	Physiological Psychology	3
SOW 210	Intro to Social Work	3	SOC 341	Social Psychology	3
Elective		3	ETH 300	Professional Ethics*	3
		15			15

Senior Year

PSY 310	Experimental Psychology	3	PSY 350	Psychology of Learning	3
EVR 322	Introduction to Research	3	PSY 492	Seminar in Psychology	3
PSY 370	History of Psychology	3	Electives		<u>9</u>
Electives		<u>6</u>			
		15			15

* *University Core*

The Gerontology Major:

Gerontology is the study of the aged and the aging process. The major is designed to help students understand the status of the elderly and to give them an appreciation for gerontology. In the process of their educational career, students will learn about theories, concepts, principles, and problems related to aging. They will also gain insight into the society's response to old age and how this influences the aging process.

Major Requirements

GRT 241	Helping Professions
SOC 300	Social Problems
EVR 300	Research & Portfolio Development (CAPE Only)
PSY 304	Abnormal Psychology
GRT 313	Psychology of Aging
GRT 314	Aging and the Contemporary Community
GRT 320	Minority Aging
EVR 322	Introduction to Research
GRT 460	Economics of Aging
GRT 485	Death and Dying
GRT 490	Seminar in Gerontology

B.A. IN GERONTOLOGY

Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Health & Physical Educ*	1
HPE 111	Health & Physical Educ*	1	ENG 111	College English & Comp II* 3	3
ENG 110	College English & Comp I* 3	3	MAT 111	General Mathematics I* 3	3
MAT 110	Basic Math* 3	3	SOC 115	Intro to Social Science* 3	3
BIO 111	Intro to Biological Science* 3	3	HUM 200	Introduction to Humanities* 3	3
ETH 100	Found. of Knowledge & Ethics 3	3			13
		14			

Sophomore Year

INT 115	Survey of World Civ*	3	PHY 112	Intro to Physical Science*	3
ENG 112	College Comp &Argument*	3	ETH 200	Ethical Concepts & Issues*	3
MCO 210	Public Speaking*	3	CIS 101	Intro to Computers*	3
CRJ 200	Intro to Criminal Justice	3	MAT 112	General Mathematics II*	3
SOC 211	Intro to Sociology	3	ENG 113	Col Comp & Research*	<u>3</u>
	or				15
GRT 202	Intro to Gerontology	<u>3</u>			
		15			

Junior Year

EVR 200	Elementary Statistics	3	ETH 300	Professional Ethics*	3
PSY 201	Intro to Psychology	3	SOC 300	Social Problems	3
GRT 241	Helping Professions	3	PSY 304	Abnormal Psychology	3
SOW 210	Intro to Social Work	3	Elective		<u>6</u>
EVR 300	Res & Portfolio Dev	<u>3</u>			
		15			15

Senior Year

GRT 313	Psychology of Aging	3	EVR 322	Intro to Research	3
GRT 320	Minority Aging	3	GRT 460	Economics of Aging	3
GRT 485	Death and Dying	3	GRT 490	Seminar in Gerontology	3
GRT 314	Aging & Contemp Commu	3	Elective		<u>6</u>
Elective		<u>3</u>			
		15			15

* *University Core*

The Social Work Major

Social work seeks to remediate human problems by directly helping the affected groups and individuals, and by enabling them to stand on their feet when possible. Social work is intertwined with the system of social welfare. The idea of social welfare itself is rooted in the assumption that a decent human society should provide reasonable opportunity, security, and service for its members, especially those in need. The major helps students to understand social work as principles, themes, and practices as all these are connected to the existing system of social welfare.

Major Core Requirements

SOW 235	The American Social Welfare System
GRT 241	Helping Professions
EVR 300	Research & Portfolio Development (CAPE Only)
SOC 300	Social Problems
SOC 315	Race and Ethnic Relations
EVR 322	Introduction to Research
SOW 345	Working with Families

SOW 375	Social Work Practice with Organizations
SOW 400	Housing & Government-related Programs
GRT 485	Death & Dying
SOW 493	Seminar in Social Work

B.A. IN SOCIAL WORK

Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ORC 111	Orientation to College*	1	HPE 112	Health & Physical Educ*	1
HPE 111	Health & Physical Educ*	1	ENG 111	College English & Comp II*	3
ENG 110	College English &Comp I*	3	MAT 111	General Mathematics I*	3
MAT 110	Basic Math*	3	SOC 115	Intro to Social Science*	3
BIO 111	Intro to Biological Science*	3	CIS 101	Introduction to Computers*	3
ETH 100	Found. of Knowledge & Ethics	<u>3</u>	Elective		<u>3</u>
		14			16
Sophomore Year					
INT 115	Survey of World Civ*	3	PHY 112	Intro to Physical Science*	3
ENG 112	College Comp &Argument*	3	ETH 200	Ethical Concepts & Issues*	3
MCO 210	Public Speaking*	3	HUM 200	Intro to Humanities*	3
SOW 210	Intro to Social Work	3	MAT 112	General Mathematics II*	3
	or		ENG 113	College Comp & Research*	<u>3</u>
SOC 211	Intro to Sociology	3			
GRT 202	Intro to Gerontology	<u>3</u>			
		15			15
Junior Year					
EVR 200	Elementary Statistics	3	SOC 300	Social Problems	3
PSY 201	Intro to Psychology	3	SOC 315	Race & Ethnic Relations	3
GRT 241	Helping Professions	3	ETH 300	Professional Ethics*	3
CRY 200	Intro to Criminal Justice	3	EVR 300	Res & Portfolio Developmnt	3
SOC 235	AmerSocial Welfare System	<u>3</u>	Elective		<u>3</u>
		15			15
Senior Year					
SOW 345	Working with Families	3	EVR 322	Intro to Research	3
SOW 375	SocWork w/Organizations	3	SOW 400	Housing & Gov't Related Progs	3
GRT 485	Death & Dying	3	SOW 493	Seminar in Social Work	3
Electives		<u>6</u>	Electives		<u>6</u>
		15			15

* University Core

Course Description

CRJ 200 Introduction to Criminal Justice Prerequisite: SOC 115

EVR 200 Elementary Statistics Prerequisite: SOC 115

This introductory course covers descriptive statistics and statistical inference, including elementary probability, theoretical distribution, estimation, and hypothesis testing.

EVR 300 Research and Portfolio Development (CAPE Only)

This course is concerned with the articulation and presentation of quantifiable skills and experiences that, at the written request of student, may be evaluated and translated into elective credit hours. This course should be taken during the freshman year, not later.

EVR 322 Introduction to Research Prerequisite: EVR 200

Instruction in the techniques of survey research design, instrument design, and collection, analysis, and interpretation of data.

EVR 324 Intermediate Statistics (Elective) Prerequisite: EVR 200

This is a course on testing hypotheses, chi square, regression, and correlation, analysis of variance, and an introduction to design of experiments.

GRT 202 Introduction to Gerontology

An introduction to the sociological, psychological, and biological factors of aging.

GRT 241 Helping Professions Prerequisite: GRT 202

An introduction to those professions that will be increasingly called upon to meet the growing multiservice needs of the aging population. Emphasis is placed on clinical gerontology and macro practice.

GRT 313 Psychology of Aging Prerequisite: PSY 201

This course is instruction in the psychological changes that occur during the last years of the aging population.

GRT 314 Aging and the Contemporary Community

Prerequisite: GRT 202

The focus here is on age as a demographic, sociological, cultural, and political variable in the analysis of the contemporary community.

GRT 320 Minority Aging Prerequisite: GRT 202

An analysis of within and between different minority groups, with special emphasis on the African-American elderly. The course examines social and economic differences, as well as values, attitudes, and trends in this minority's culture, relating to aging.

GRT 460 Economics of Aging

Prerequisite: GRT 202, and GRT 314 or GRT 320

The course provides an overview of economic problems affecting the elderly, including the respective policies and practices of business and government.

GRT 485 Death and Dying Prerequisite: GRT 202

This course is designed to provide students with basic knowledge about the concept of death and dying. It also helps them to gain insight into research conducted on the major areas of these two phenomena.

GRT 490 Seminar in Gerontology

Prerequisite: GER 202 and 12 credit hours in Gerontology

Special topics designed to integrate the students' total exposure to the discipline and to orient them towards graduate work as well as the job market.

PSY 201 Introduction to Psychology Prerequisite: SOC 115

An introduction to the individual's psychological functioning and the factors that influence it.

PSY 204 Psychology of Personality Prerequisite: PSY 201

An examination of the major theories of personality determinants, structure, development, dynamics, and measurement.

PSY 210 Human Development Prerequisite: PSY 201

A study of physical, cognitive, and social changes and continuities accruing across the life span.

PSY 304 Abnormal Psychology Prerequisite: PSY 201

A study of the theoretical and research bases of classification, diagnosis, and treatment of abnormal behavior.

PSY 310 Experimental Prerequisite: PSY 201

A study of the basic principles of research in psychology, research design, and report writing.

PSY 330 Physiological Psychology Prerequisite: PSY 201

A study of the biological bases of human behavior with emphasis on the nervous system.

PSY 350 Psychology of Learning (Elective) Prerequisite: PSY 201

A study of the various kinds of learning.

PSY 370 History of Psychology Prerequisite: PSY 201

A survey of the major perspectives of psychology and their historical developments.

EDU 415 Tests and Measurements

PSY 492 Seminar in Psychology Prerequisite: PSY 201 and nine more semester hours of psychology

An integration of the discipline of psychology through reading, discussion, and library research. The seminar will also help students to be prepared for graduate school and/or career in psychology.

REL 362 Sociology of Religion (Elective) Prerequisite: SOC 211

SOC 211 Introduction to Sociology Prerequisite: SOC 115

This course deals with human society as composed of diverse and numerous social groups interacting with one another on the basis of society's cultural system.

SOC 215 Marriage and Family Prerequisite: SOC 211

This course is an analytical definition of marriage, its changing patterns, and its many functions. It also takes the phenomenon of marriage in other societies into consideration for comparative purposes.

SOC 220 Sociology of Sport (Elective) Prerequisite: SOC 211

This course is formulated to help students gain insight into sport as one of the most flourishing social institutions, linked to other institutions such as economy, family, and education.

SOC 300 Social Problems Prerequisite: SOC 211 & SOC 215

This course is concerned with the sociology of social problems in terms of their social origins, consequences and the existing respective policies in the American society. Different sociological approaches to these problems will be discussed. The problems concerned include the categories of physical/mental health problems, alcoholism and drug addiction, crimes, sex-related deviant behaviors, HVS/AIDS, socioeconomic discrimination, poverty, and wars.

SOC 308 Social Change Prerequisite: SOC 211 & SOC 215

A study of processes of socioeconomic change in human society at different societal levels. Sources and forces of change will be discussed and sociological theories of social change will also be outlined. Certain emphasis will be made on social changes in the American society.

SOC 312 Social Stratification Prerequisite: SOC 211 & SOC 215

This course studies how society is stratified or how socioeconomic inequality is structured in society. Hence, it deals with social classes, social mobility, and the valued or scarce resources for which different social groups compete and discriminate. The different sociological theories of social stratification will also be addressed throughout the course.

SOC 315 Race and Ethnic Relations Prerequisite: SOC 211 & SOC 215

In terms of their causes and consequences, racism and ethnocentrism are discussed in this course. This aspect of group control analyzes how biology as genetics or cultural differences among fellow human beings and citizens are used to justify prejudice and discrimination. Different sociological theories on this topic will be introduced and a comparative ethnic-racial picture will be drawn.

SOC 341 Social Psychology Prerequisite: SOC 211 & PSY 201

This is a study of how the individuals' feelings, thoughts, ideas, opinions, and patterns of action are influenced by the groups they encounter. Different social psychological theories explaining this influence will be studied. The relationship between sociology, psychology, and social psychology will also be highlighted.

SOC 344 History of Sociology Prerequisite: SOC 211 and six (6) more hours of sociology

Sociology is a "young" science but it has a long history. Students will be taught how sociology has evolved as social thoughts and ideas to become a social science. In this course students will also learn about different social thinkers, philosophers, and early sociologists, altogether are credited for the

rise of sociology. This course will prepare students to enroll in SOC 450 and SOC 491 successfully.

SOC 450 Sociological Theory Prerequisite: SOC 211, SOC 344, and six more semester hours in sociology

An introduction to theoretical explanations in regard to how social things are as they are in human society in the sense that how this society is held together. In this context, the different patterns of social behavior and group interaction will be in focus. The contributions of major sociologists as founders of or contributors to this discipline will be taught.

**Internship Elective; junior status
(SOC 472, PSY 472, GRT 472, SOW 472)**

This course is designed to provide students with an opportunity to gain practical skills from and to apply their academic training through un-paid work with some relevant community agency or governmental organization.

SOC 491 Seminar in Sociology Prerequisite: SOC 211, SOC 344, SOC 450, & three more Semester hours in sociology

This seminar is designed to be taken in the last (senior) semester. It is an integration and a synthesis of several sociological topics, issues, and concepts that students have already studied. The seminar will also help orient students towards career development in graduate school or in the job market.

SOW 210 Introduction to Social Work Prerequisite: SOC 115

SOW 235 The American Social Welfare System Prerequisite: SOW 210

This course attempts to familiarize students with the system of welfare in the country. Accordingly, it focuses on the philosophy/history of welfare and the different organizations of delivery, public and voluntary, existing in this society.

SOW 345 Working with Families Prerequisite: SOW 210, SOC 300

This course assists students to gain knowledge on families either as individual cases or a cluster of welfare recipients. By gaining this theoretical knowledge, which is based on practical experiences, students will be supported in their future social work endeavors.

**SOW 375 Social Work Practice with Organizations
Prerequisite: SOW 210, SOW 235**

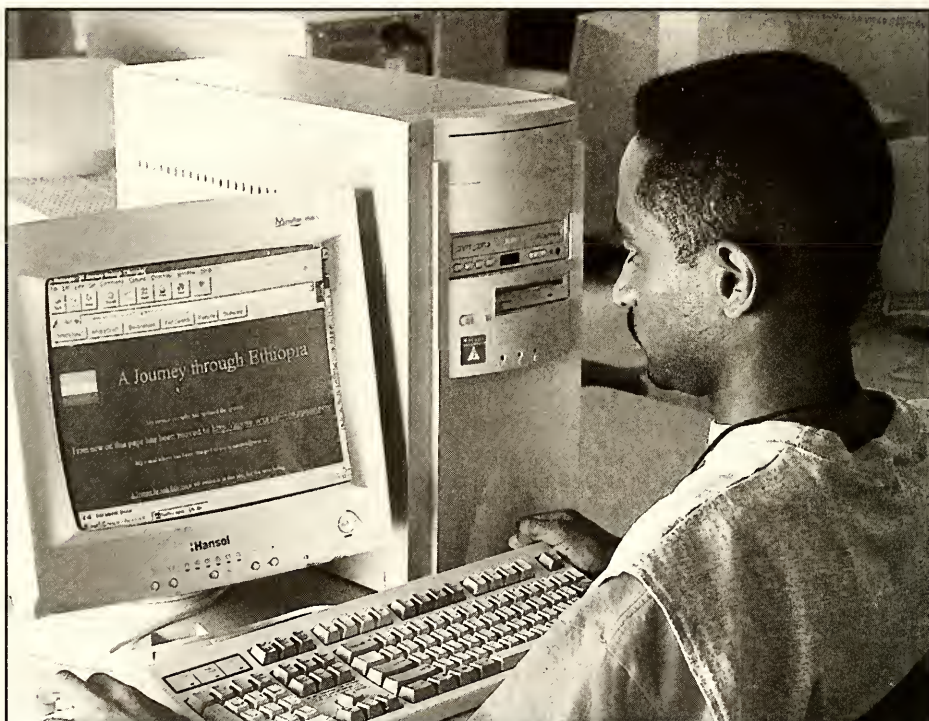
In this course, students will first learn specific knowledge about certain agencies involved in welfare activities. Later, they will work closely with these same agencies to learn onsite experience.

**SOW 400 Housing & Government-related Programs
Prerequisite: SOW 210 and SOW 235**

This course helps students to gain insight into one of the most serious problems the low income or no-income groups, and the elderly suffer from. It addresses collective housing projects as well as homelessness in society. The course also examines the mechanisms through which the respective policies of the federal government are implemented.

**SOW 493 Seminar in Social Work Prerequisite: SOW 210, SOW 400,
and six more semester hours in social work**

This seminar attempts to review, conclude, and synthesize the different social work courses students have already studied. In the process, it will also concentrate on special existing or emergent issues relating to the mounting welfare situation.



DEPARTMENT OF VISUAL AND PERFORMING ARTS

DEGREE OFFERED:

Bachelor of Arts in Visual and Performing Arts

DEPARTMENT PURPOSE:

The primary purpose of the Department of Visual and Performing Arts is the effective and professional training of students. The development of technical skill and individual expression is emphasized. Innovative instruction is provided that leads to conceptual insights and technical aptitudes which are essential to the understanding and practice of the Visual and Performing Arts. Students are prepared for professional or graduate work in their field. In addition, courses are offered for non-majors.

MAJORS AND MINORS OFFERED:

- Major in Visual and Performing Arts Music Concentration
- Major in Visual and Performing Arts Theatre Concentration
- Minor in Art

VISUAL AND PERFORMING ARTS — MUSIC CONCENTRATION

Students in this concentration are required to take MUS 111, MUS 112, MUS 154, MUS 211, MUS 212, MUS 441, MUS 442, and MUS 465. Vocal students must enroll in MUS 101: Applied Voice each semester. Instrumental students must enroll in either MUS 102: Woodwinds, MUS 104: Percussion, MUS 105: Brass, MUS 106: Strings, or MUS 107: Double Reeds each semester. Keyboard students must enroll in MUS 103: Piano, or MUS 108: Organ each semester. All students with Concentrations in Music must participate in an ensemble each semester: MUS 215: University Choir, MUS 216: Concert Band, MUS 217: Jazz Ensemble I, or MUS 218: Jazz Ensemble II.

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See page 71 for American Humanics Academic Requirements, Competencies and Certifications.

DEPARTMENT OF VISUAL AND PERFORMING ARTS MUSIC CONCENTRATION

Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ENG 110	College English & Comp*	3	ENG 111	College English & Comp II*	3
HPE 111	Personal Health & Safety*	1	HPE 112	Fundamental Skills*	1
INT 115	Survey of World Civ*	3	SOC 115	Survey of Social Science*	3
MAT 110	Basic Math*	3	MAT 111	General Math I*	3
ORC 111	Orientation to College*	1	BIO 111	Intro to Biological Science*	3
ETH 100	Found. of Knowledge*	3	MUS 10_	Applied**	1
MUS 10_	Applied**	1	MUS 21_	Choir 215, Band 216**	1
MUS 21_	Choir 215, Band 216**	1			15
		16			

<i>Sophomore Year</i>					
MAT 112	General Math II*	3	ENG 113	Composition & Research*	3
ENG 112	Comp & Argument*	3	ART 190	Intro to Visual Arts**	3
ETH 200	Ethical Concepts*	3	CIS 101	Intro to Computers*	3
MUS 111	Theory I**	3	MUS 112	Theory II**	3
MUS 154	Class Piano I**	1	MUS 155	Class Piano II	1
MUS 10_	Applied**	1	MUS 10_	Applied**	1
MUS 21_	Choir 215, Band 216**	<u>1</u>	MUS 21_	Choir 215, Band 216**	<u>1</u>
		15			15

<i>Junior Year</i>					
ETH 300	Professional Ethics*	3	HUM 200	Intro to Humanities*	3
MCO 210	Public Speaking*	3	MUS 225	Music Appreciation**	3
ENG 211	Intro to World Lit*	3	Elective		3
MUS 211	Theory III**	3	MUS 212	Theory IV**	3
MUS 10_	Applied**	1	MUS 10_	Applied**	1
MUS 21_	Choir 215, Band 216**	1	MUS 21_	Choir 215, Band 216**	<u>1</u>
PHY 212	Physical Science*	<u>3</u>			14
		17			

<i>Senior Year</i>					
MUS 10_	Applied**	1	MUS 10_	Applied**	1
MUS 21_	Choir 215, Band 216**	1	MUS 21_	Choir 215, Band 216**	1
MUS 441	Music History I**	3	MUS 442	Music History II**	3
Elective		3	MUS 465	Conducting**	3
Elective		3	Elective		3
Elective		<u>3</u>	Elective		<u>3</u>
		14			14

Total = 120 hrs.

* Core Curriculum

** Departmental Requirement

VISUAL AND PERFORMING ARTS – THEATRE CONCENTRATION

Students in this concentration are required to take THR 100 Shaw Players each semester. In addition, these students must enroll in THR 211, THR 212, THR 226, THR 230, THR 231, THR 251, THR 321, THR 323, THR 440, and THR 475.

DEPARTMENT OF VISUAL AND PERFORMING ARTS THEATRE CONCENTRATION Academic Advisement - Suggested Sequence of Courses

Fall Semester			Spring Semester		
Freshman Year					
ENG 110	College English & Comp*	3	ENG 111	College English & Comp II*	3
HPE 111	Personal Health & Safety*	1	HPE 112	Fundamental Skills*	1
INT 115	Survey of World Civ*	3	SOC 115	Survey of Social Science*	3
MAT 110	Basic Math*	3	MAT 111	General Math I*	3
ORC 111	Orientation to College*	1	THR 100	Shaw Players**	1
ETH 100	Found. of Knowledge*	3	THR161	Voice & Diction***	3
THR 100	Shaw Players**	1			14
		15			
Sophomore Year					
MAT 112	General Math II*	3	ENG 113	Composition & Research*	3
ENG 112	Composition & Argument*	3	ART 190	Intro to Visual Arts**	3
ETH 200	Ethical Concepts*	3	CIS 101	Intro to Computers*	3
THR 211	History of Theatre I**	3	THR 212	History of Theatre II**	3
THR 230	Acting I**	3	THR 231	Acting II**	3
THR 100	Shaw Players**	1	THR 100	Shaw Players**	1
		16			16
Junior Year					
BIO 111	Intro to Biology*	3	HUM 200	Intro to Humanities*	3
ETH 300	Professional Ethics*	3	MUS 225	Music Appreciation**	3
MCO 210	Public Speaking*	3	THR 323	Techniques of Makeup**	3
ENG 211	Intro to World Lit**	3	THR 100	Shaw Players**	1
THR 226	African American Theatre**	3	PHY 112	Intro to Physical Science*	3
THR 100	Shaw Players	1	Elective		3
		16			16
Senior Year					
THR 100	Shaw Players**	1	THR 100	Shaw Players**	1
THR 321	Stagecraft & Scene Design**	3	THR 440	Directing**	3
THR 251	Playwriting**	3	THR 475	Senior Project**	3
THR 371	Theatre Management**	3	Elective		3
Elective		3	Elective		3
		13	Elective		1
					14

Total 120 hrs.

* Core Curriculum

** Departmental Requirement

*** Strongly Suggested As An Elective

DEPARTMENTAL CORE

All majors in the department must take the following departmental core courses:

ART 190	Introduction to the Visual Arts
MUS 225	Music Appreciation
ENG 211	Introduction to World Literature

MINORS

Minors are offered in Art, Music, and Theatre. Completing 15 semester hours in one of these fields constitutes a minor. Courses from which a minor may be selected are as follows: ART 190, ART 222, ART 313, ART 411, and ART 413 for a minor in art; and THR 211, THR 212, THR 230, THR 231, THR 251, THR 321, THR 322, THR 323, and THR 440, for a minor in Theatre. For a minor in Music, students should also work out their individual programs with their advisor.

Course Description

ART

ART 190 Introduction to the Visual Arts (3)

A survey of the visual arts (painting, sculpture, and architecture) from prehistoric times to the present, with an emphasis on representative works of major periods and cultures.

ART 222 Drawing and Composition (3)

An introduction to the principles and techniques of representational drawing and an investigation of various media.

ART 313 Basic Design (3)

Focus is placed on art fundamentals. Projects are assigned to facilitate investigations in line, form, color, and texture.

ART 331 Sculpture and Three-Dimensional Design (3)

A study in volume design. Various techniques such as casting, mold making, and carving are explored. A wide variety of materials is used to encourage the student to experiment.

ART 411 Ceramics I (3)

A course in pottery design, production, and uses of ceramic materials. Students get practice in the basic handbuilding techniques. The course includes some work on potter's wheel and glazing techniques. Fee: \$10

ART 413 Crafts (3)

A workshop in development and fabrication of such projects as copper tooling, hook rugs, wall hanging, tie dying, batik, macrame, and weaving. Students must provide their own materials.

ART 421 Graphic Design (3)

Study in basic printmaking methods, such as woodcut, silkscreen, and engraving, is emphasized. Some basic instruction is given in layout and pasteup work. Fee: \$7

ART 423 Twentieth-Century Art (3) Prerequisite : ART 190

Analysis and interpretation of contemporary American and European art as it has evolved from the late nineteenth century to the present. An effort is made to identify major and significant developments in painting and sculpture.

ART 431 Painting I (3) Prerequisites: ART 222, ART 313, or permission of the instructor

An introductory course in painting designed to expose the student to the use of color and basic techniques in watercolor, oil, acrylic, and other accepted media.

MUSIC

MUS 100 Elements of Music (3)

Focus on the rudiments of music notation, scales and structure, and the reading and understanding of music.

MUS 101 Applied Music Voice (1)

Individual instruction in voice. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 102 Applied Music Woodwinds (1)

Individual instruction in woodwinds. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 103 Applied Music Piano (1)

Individual instruction in piano. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 104 Applied Music Percussion (1)

Individual instruction in percussion. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 105 Applied Music Brass (1)

Individual instruction in brass. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 106 Applied Music Strings (1)

Individual instruction in strings. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 107 Applied Music Double Reeds (1)

Individual instruction in double reeds. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 108 Applied Music Organ (1)

Individual instruction in organ. Lab: Performance Seminar. (To be repeated each semester for credit.) Fee: \$25

MUS 111 Theory I (3)

A comprehensive course including intervals, triads, part writing, sight singing, keyboard harmony, and ear training.

MUS 112 Theory II (3)

Continuation of four-part writing procedures; they include borrowed chords and secondary sevenths, with suitable ear training, sight singing, and keyboard assignments.

MUS 154 Class Piano I (1)

Instruction in piano designed to develop fundamental technical knowledge at the keyboard.

MUS 155 Class Piano II (1)

A continuation of MUS 154.

MUS 211 Theory III (3)

An integrated study of chromatic harmony and modulation to all keys. It includes construction and function of ninth, eleventh, and thirteenth chords, sight singing of more complex melodies, and greater rhythmic variety with correlated four-part dictation.

MUS 212 Theory IV (3)

An examination of linear writing and combination of contrapuntal voices. Techniques of contemporary music, advance exercises in analysis, melodic and harmonic dictation. Advanced modulation and chromatic harmony are also included.

MUS 215 University Choir (1)

Open to all students who sing. Opportunities are provided for the study and performance of music covering many periods of development of choral literature. Extensive rehearsal and performance are required.

MUS 216 University Band (1)

Open to all students who play a band instrument. Emphasis is placed on repertoire from all eras, development and study of ensemble playing, rehearsal techniques, and preparation and presentation of concerts.

MUS 217 Jazz Ensemble I (1)

Open to all students with consent of instructor.

MUS 218 Jazz Ensemble II (1)

Open to all students with consent of instructor.

MUS 225 Music Appreciation (3)

A nontechnical survey of the basic elements of music and listening experiences in art music styles of the European as well as World Music traditions. It is open to all students.

MUS 227 American Music (3)

A nontechnical survey, through listening experiences, of the development of American music from the 1600s to the present. Music studies include early and later sacred styles (gospel, spirituals, and hymns), ethnic folk music, rock, Broadway, Tin Pan Alley, rhythm and blues, rap and other styles. It is open to all students.

MUS 353 Jazz Improvisation I (3) Prerequisite: MUS 212

Study of the various styles of improvisation as they relate to scales and chord progressions of jazz. Students are required to master this material on the piano as well as on their individual instrument. Participation in Jazz Ensemble is required.

MUS 354 Jazz Improvisation II (3) Prerequisite: MUS 353

A continuation of MUS 353 that provides a practical application of Material learned in MUS 353 in actual performance on individual instruments. Participation in Jazz Ensemble is required.

MUS 355 Jazz History and Literature I (3)

A study of the development of jazz in America, its roots in European and African music, and development out of blues and ragtime to the early “New Orleans” style. It is open to all students.

MUS 356 Jazz History and Literature II (3)

Emphasis on later developments of the twentieth century.

MUS 441 Music History I (3)

Prerequisites: MUS 212 and MUS 225

A study of the earliest developments that led to Western European music of the earliest Medieval and Renaissance eras.

MUS 442 Music History II (3) Prerequisite: MUS 441

A continuation of MUS 441. It is a study of Western European music during Baroque, Classical, Romantic, and modern eras.

MUS 465 Conducting (3)

Study of the basic patterns and technique of conducting, score reading, and rehearsal techniques.

ORIENTATION TO COLLEGE**ORC 111 Orientation to College (1)**

Examination of the skills needed for success in college, professional, and personal life. Emphasis is placed on study and library skills, job skills, goal setting, and personal and social responsibility.

THEATRE

THR 100 Shaw Players (1)

Extensive rehearsal and performance schedules, workshops, and all phases of theatre. (Open to all students.)

THR 161 Voice and Diction (3)

A course designed to provide students with the principles, procedures, and applied techniques needed to develop skill in the use of voice for the stage, radio, film, television, and other professional contexts.

THR 211 History of the Theatre I (3)

A study of the major periods of theatre from the ancient and classical age to the eighteenth century with emphasis on theatre architecture, costumes, scenery, staging production, styles of acting, and representative playwrights.

THR 212 History of the Theatre II (3)

A continuation of History of the Theatre I beginning with the Restoration period and continuing through Realism, Naturalism, Symbolism, Expressionism, and New-Romanticism in theatre in America.

THR 226 African-American Theatre (3)

Emphasis on the problems and styles of Black playwrights and the development of Black theatre in America.

THR 230 Acting I (3)

Training in basic stage fundamentals, acting, theories, and techniques. (Laboratory-oriented course that serves as feeder into Shaw Players and Company.)

THR 231 Acting II (3) Prerequisite: Permission of Instructor

A continuation of THR 230. Emphasis is placed on laboratory exercises of increasing difficulty, problem solving, and development of techniques and style.

THR 251 Playwriting (3)

Analytical instruction in the writing of plays: developing the germinal idea, statement and theme, plot structure, and completion of a one-act play.

THR 317 Oral Interpretation (3)

Focus on the study and practice of presentation of literature for oral interpretation.

THR 321 Stagecraft and Scene Design I (3)

A combined study of scene design with emphasis on spatial visualization in three dimensions, the study, use, and control of lighting instruments, color psychology, sound techniques and reproduction, building and handling of all types of scenery, use of stage equipment, and techniques of scenic painting.

THR 322 Stagecraft and Scene Design II (3) Prerequisite: THR 321

A continuation of THR 321 with a concentration on stage lighting.

THR 323 Techniques of Makeup (3)

Introduction to stage makeup with emphasis on straight, special effects and character makeup through study of materials and techniques of application.

THR 371 Theatre Management (3)

An intensive course in performing arts management stressing theories and structure of organization and planning, roles and functions, psychology in promotion and publicity, budgeting, facilities planning, unions, contracts, and personnel relations. Special Emphasis is placed on practical application through use of students as a resource for campus services.

THR 440 Directing (3)

A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directional approaches and functions are studied. A thesis project is required.

THR 451 Advanced Playwriting (3) Prerequisite: THR 251

Guidance in the writing and completion of a full-length play.

THR 461 Seminar in Theatre and Drama (3)

A broad course that covers dramatic theory and criticism, vision, perception and attitudinal adjustments for the performing artist, the market and current trends, as well as exit preparation for commercial and educational theatre.

THR 475 Senior Project (3)

A culminating experience for students concentrating in theatre. The student is required to design and mount a play from script selection through live performance.

DEPARTMENT OF MILITARY SCIENCE

U.S. ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

PURPOSE:

The mission of the Military Science Department is to commission the future officer leadership of the United States Army and motivate young people to be better Americans. The department's mission is accomplished through recruiting, selecting, motivating, training, and retaining students who possess leadership potential. In achieving this mission, the department of Military Science provides a unique opportunity for students. ROTC enhances students' education by providing both training and experience in leadership and management. It develops self-discipline, responsibility and confidence – qualities basic to success in the army or in a civilian career.

ROTC gives students a valuable opportunity to build for the future. Graduates of the program become leaders, thinkers and decision-makers. They meet problems head-on, solve them quickly, know how to take charge appropriately and are able to adapt to various situations. ROTC cadets find that their background and experience in the program is a valuable asset in pursuing a civilian career or a career in the army. The practical experience they gain by leading people and managing money and equipment can place them far ahead of other college graduates competing for jobs that lead to top management positions.

OBJECTIVES

The Military Science Program of Instruction is structured to develop within students:

1. a strong personal integrity, and a sense of duty;
2. a strong sense of individual responsibility and accountability;
- 3 an understanding of the principles of leadership, time management, and organizational structures;
- 4 the ability to communicate effectively both orally and in writing;
- 5 a general knowledge of the historical development of the U.S. Army and its role in support of national objectives;
6. an understanding of military life as a commissioned officer to include opportunities and obligations; and
- 7 the ability to apply principles of leadership, management, and tactics.

FINANCIAL ASSISTANCE

ROTC Scholarships

At Shaw University, the award of an Army ROTC scholarship may be the means to a FREE college education for qualified students. The President of the College has agreed to provide free room and board to any Shaw University student that is awarded a competitive two-, three-, or four-year Army ROTC scholarship. Special consideration for any Army ROTC scholarship is given to students

pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand by the army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering college as freshmen. Three- and two-year scholarships are awarded to students currently enrolled in college and army enlisted personnel on active duty. Additionally, two-year scholarships are available to students who attend Basic Camp of the two-year program. These scholarships are awarded based upon outstanding performance.

Each scholarship pays for tuition, required educational fees, and it covers some books, supplies, and equipment. Each scholarship also includes a monthly stipend of \$150 (up to \$1,500 a year) for every year the scholarship is in effect.

Other Scholarships

Each academic year various veterans organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC.

Stipends

All cadets in the Advanced Course (Juniors and Seniors) receive a monthly stipend of \$150 for each of these two years (this is not in addition to the stipend provided to scholarship winners), as well as compensation for attending the six-week Advanced Camp. Other students attending the Basic Camp are also compensated.

Simultaneous Membership Program (SMP)

This program provides an opportunity for students who belong to a Reserve or National Guard Unit, as enlisted soldiers, to also be members of the Army ROTC Program.

As a reservist or guardsman, these students, as freshmen or sophomores, can make \$2,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit.

A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$1,000 a year in monthly stipends of \$100 each.

SMP members are also eligible for certain veterans', reserves', or national guards' educational benefits.

Veterans Benefits

Veterans may be eligible to compete for ROTC scholarships, and may also receive any VA benefits to which they would be normally entitled. In addition, veterans who return to active duty as officers may count their prior active duty time toward longevity pay and retirement.

COMMISSIONING REQUIREMENTS

1. Satisfactory completion of:
 - a the Basic Course (via class attendance and/or placement credit);
 - b the Advanced Course;
 - c the Advanced Camp
 - d a course in Military History (HIST 432);
 - e a course in Computer Science (see Program of Instruction); and
 - f three (3) courses (nine (9) hours) in the Enhanced Skills Training Program (see Program of Instruction).
- 2 The cadet must:
 - a maintain at least a 2.0 cumulative grade point average (GPA);
 - b. pass a Department of Defense medical examination within 16 months of the date of commissioning;
 - c pass the Army Physical Fitness Test within six (6) months of the date of commissioning; and
 - d. not have exceeded the 30th birthday (25th for scholarship students).

PROGRAM DESCRIPTION

The Four-Year Curriculum

The ROTC Program is based on a four-year curriculum which is integrated into and with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives which recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four-Year Program consists of two sets of courses: The Basic Course and the Advanced Course.

A The Basic Course

The Basic Course is usually taken during the freshman and sophomore (MS I and MS II, respectively) years of college and covers such subjects as management principles, national defense, physical fitness, field sanitation and leadership development. There is no military obligation for enrollment in the Basic Course. After completion of the basic course, students who have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course.

ROTC Course Substitution Arrangement

A student enrolled in the ROTC Program will have the opportunity to substitute certain ROTC courses for certain regular college courses of the General Education Program. This opportunity is provided to accommodate both the student who plans to continue in ROTC for commissioning and the student whose participation in ROTC is restricted to a specific length of time. *See ROTC advisor and/or academic major advisor for advisement about enrollment in other ROTC substitutions.*

Credit for a course after withdrawal from the ROTC Program will require a statement of support from the Professor of Military Science, verifying the student's inability or ineligibility to continue in the ROTC Program.

***ROTC/MILITARY SCIENCE
COURSES FOR SUBSTITUTIONS**

**EQUIVALENT SHAW UNIVERSITY
COURSES**

ROTC 430	Enhanced English Expression & Writing	ENG 111 College English & Composition	3
ROTC 431	Enhanced Oral Communication	ENG 112 College Comp & Argument	3
ROTC 433	Enhanced Math	MATH One course selected from III.A.	3
MS 432**	Survey of Military History	HPE 111 Personal Health and Safety	1
MS 402	Advanced Military Science	HPE 112 Fundamental Motor Skills	3
MS 301	Advanced Military Science		
MS 101-202	Basic Military Science		
201, 202	Intermediate MS		

**A grade of "C" or better must be earned in each course for substitution credit to be granted.*

THE BASIC COURSE

Course Requirements

<u>Course Number</u>	<u>Descriptive Title</u>	<u>Hours</u>
MS 101	Introduction to ROTC	2
MS 102	Introduction to Leadership	2
MS 201	Self/Team Development	2
MS 202	Individual/Team Military Tactics	2
MS 210	Camp Challenge	6
MS 101L and 102L	Leadership Lab (Must be taken with MS 101 and MS 102)	0
MS 201L and 202L	Leadership Lab (Must be taken with MS 201 and MS 202)	0

Alternate Ways of Satisfying Basic Course Requirements

- 1 MS 210 - A six-week summer camp at Fort Knox, Kentucky;
- 2 Basic Course requirements, if approved by the Professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training, provided they demonstrate the accepted level of performance for the Basic Course;
- 3 There is no military obligation incurred by participation in the Basic Course.

Enrollment Requirements

Students desiring to enroll in the Basic Course must:

- 1 be of good moral character;
- 2 be U.S. citizens; there are limited exceptions as approved by Professor of Military Science (PMS);
- 3 be at least 17 years old to begin ROTC; and
- 4 be a full time student at Shaw University, pursuing a course of instruction leading to an approved baccalaureate degree.

B The Advanced Course

The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism, and further leadership development.

Course Requirements

<u>Course Number</u>	<u>Descriptive Title</u>	<u>Hours</u>
MS 301	Leading Small Organizations I	3
MS 302	Leading Small Organizations II	3
MS 310	ROTC Advanced Camp	6
MS 01	Leadership Challenges And Goal	3
MS 402	Transition To Lieutenant	3
MS-HIST 432	A Survey of Military History	3
MS 301L and 302L	Advance Leadership Lab (Must be taken with MS301 and MS 302)	0
MS 401L and 402L	Advance Leadership Lab (Must be taken with MS 401 and MS 402)	0

Enrollment Requirements

Students desiring to enroll in the Advanced Course must:

- 1 demonstrate leadership and officer potential;
- 2 have at least two full academic years remaining in college;
- 3 have Basic Course completion credit;
- 4 successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations;
- 5 be medically qualified;
- 6 execute a written contract with the U.S. Army;
- 7 possess at least a 2.0 cumulative grade point average;
- 8 be selected by the Professor of Military Science;
- 9 execute a loyalty oath or affirmation;
- 10 not be conscientious objectors;
- 11 be U. S. citizens; and
- 12 be enrolled full-time at Shaw University, and pursuing a course of instruction leading to an approved baccalaureate degree.

Additional Required Courses

Course Requirement

(These courses may be taken during the freshman, sophomore, junior or senior year.)

1 COMPUTER LITERACY

CIS 240 Microcomputer Software Application I 3 semester hours

2 ENHANCED SKILLS TRAINING PROGRAM

9 semester hours

a. Enhanced Reading Skills

3 semester hours

(comprehension, vocabulary development, and cognitive skills)

b. Enhanced Mathematical Skills and College Algebra

3 semester hours

c. Enhanced English Expression and Skills

3 semester hours

d. Enhanced Oral Communications Skills (cognitive skills)

3 semester hours

Stipend

Students in advanced courses will be paid a monthly stipend of \$150 for up to 10 months a school year, or a total of 20 months.

During the summer between their junior and senior years, cadets in Advanced Course attend a fully-paid, six-week Advanced Camp. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom, and it introduces them to army life both in garrison and in the field.

The Two-Year Program

The Two-Year Program is designed for juniors, and community college graduates, veterans with prior college credit, students at four-year colleges who did not take ROTC during their first two years, students entering a two-year, post-graduate course of study and high school students who plan to attend military junior colleges. To enter the Two-Year Program, students must first attend a fully-paid, six-week Basic Camp, normally held during the summer between their sophomore and junior years of college. After successfully completing Basic Camp, students who meet necessary requirements may enroll in the Advanced Course.

Placement Credit

Veterans, reservists, and students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semester(s) of Basic Course Training. Eligible students may apply to the Professor of Military Science.

Compression

As a sophomore, the first two years may be compressed into a single year by simultaneous enrollment in MS I and MS II. This requires the approval of the Professor of Military Science.

Select Training Program

Highly motivated and very promising students may be selected by the Professor of Military Science for participation in elite off-campus summer

training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School, and Northern Warfare Training.

Textbooks, Uniforms, and Equipment

All military textbooks, uniforms, and instructional materials are provided free of charge.

Cadet Activity Fee

This fund is used to defray the cost of the Annual Military Ball, Formal Dining-In, and other department-wide activities (\$25.00 per semester).

Course Tuition

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status, no overload fee will be assessed for credit hours earned through Military Science instruction.

Physical Fitness Training Clothing

Contracted and scholarship cadets must purchase running shoes and two sweat suits for physical fitness training. All other students are encouraged to purchase a pair of running shoes and at least one sweat suit. The sweat suit must be the one designed for Army ROTC and sold in the college bookstore or the army gray physical fitness uniform which is sold at the Fort Bragg clothing sales store.

Course Description

MS 101 INTRODUCTION TO ROTC (and to the university).

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One hour and a required leadership lab, MS101L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

OPEN TO ALL STUDENTS.

MS 102 INTRODUCTION TO LEADERSHIP.

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, MS102L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

OPEN TO ALL STUDENTS.

MS 201 SELF/TEAM DEVELOPMENT.

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Two hours and a required leadership lab, MS201L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

OPEN TO ALL STUDENTS.

MS 202 INDIVIDUAL/TEAM MILITARY TACTICS.

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, MS202L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged.

OPEN TO ALL STUDENTS.

MS 101L, 102L, 201L and 202L LEADERSHIP LABORATORY.

Open only to (and required of) students in the associated Military Science course. A series of courses with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

Basic Course Physical Fitness.

Only open to students in MS 101, 102, 201 and 202. Optional in MS 101 and MS 102; required in MS 201 and 202. A course with different roles for students at different levels in the program. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MS 210 CAMP CHALLENGE.

A six-week summer camp conducted at an Army post. The student receives pay. Travel, lodging and most meal costs are defrayed by the Army. The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, 102, 201 and 202, and who pass a physical examination (paid for by ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Three different cycles offered during the summer, but spaces are limited by the Army. Candidates can apply for a space any time during the school year prior to the summer.

Pass/Fail grade only.

MS 301 LEADING SMALL ORGANIZATIONS I.

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Three hours and a required leadership lab, MS301L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

Prerequisite: Successful completion of Basic Course requirements.

Fee \$25.00.

MS 302 LEADING SMALL ORGANIZATIONS II.

Continues methodology of MS 301. Analyze tasks and prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MS302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is required; two other weekend exercises are optional. **Prerequisite:** Successful completion of MS 301.

MS 310 ROTC ADVANCED CAMP.

A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and 302. The student receives pay. Travel, lodging and most meal costs are defrayed by the U.S. Army. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the university.

Prerequisites: MS 301 and 302. *Cadets will put into practice the leadership, tactical and soldier skills learned in the classroom and lab.*

MS 401 LEADERSHIP CHALLENGES AND GOAL-SETTING.

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn and apply various Army policies and programs in this effort. Three hours and a required leadership lab, MS401L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. **Prerequisite:** Successful completion of MS 302.

MS 402 TRANSITION TO LIEUTENANT.

Continues the methodology from MS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, MS402L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MS 301L, 302L, 401L and 402L ADVANCED COURSE LEADERSHIP LABORATORIES.

Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

ADVANCED COURSE PHYSICAL FITNESS.

Only offered to (and required of) students in MS 301, 302, 401 and 402, of which this program is an integral part. A series, with different roles for students at different levels in the program. Students develop the physical fitness required of officers in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MS 432. SURVEY OF MILITARY HISTORY.

A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the soldier and the state.

REQUIRED FOR COMMISSIONING.

NOTE: All military science courses include a mandatory 1 1/2 hours leadership laboratory.

ROTC ENHANCED SKILLS TRAINING PROGRAM (ESTP)

The ROTC Enhanced Skills Training Program (ESTP) is intended to improve skill levels in (1) Reading, (2) Written English Expression, (3) Mathematics, (4) Oral Communications, and (5) Cognitive Skills as they relate to on-duty performance requirements in the United States Army. Shaw University has contracted to teach four courses. These courses may be taken during the freshman, sophomore, junior or senior year.

All cadets are tested and enrolled in the above courses based upon the test results. Courses are conducted concurrently with the regular college terms with no fewer hours of instruction than other classes with similar titles and descriptions. There is no additional charge for these courses. Students are expected to complete nine (9) hours of classes in the Enhanced Skills Training Program prior to commissioning.

ROTC	Enhanced Reading
ROTC	*Enhanced Reading (Advanced)
ROTC	Enhanced English and Writing
ROTC	Enhanced Oral Expression
ROTC	Enhanced Math
ROTC	**Enhanced Math (Advanced)

**The Enhanced Reading (Advanced) will only be available to those students who score at or above the 60th percentile on the Nelson Denny Reading Test.*

***The Enhanced Math (Advanced) will only be available to those students who score at or above the 85th percentile on the Descriptive Test of Mathematics Skills (Arithmetic and Algebra).*

The ESTP classes are not remedial but are designed to enhance the skills already developed in the regular college English and math classes. Students in the ESTP classes will receive college level work and instruction and will be evaluated according to the grading standards established by the College. It is required by the Army that students be given a pre- and post-test. Students who do not score at the 60th percentile on the Nelson Denny Reading Test, and the 85th percentile on the Descriptive Test Mathematics Skills (both arithmetic and algebra) and a holistic score of eight (8) on their writing post-test will receive an “I” (incomplete) until they satisfy the College and Army requirements.

Academic Advisement - Suggested Sequence of Courses

First Semester

University Core Curriculum	
Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 101 Introduction to ROTC	2
MS 101L Leadership Lab	<u>0</u>
	14 to 17

Second Semester

University Core Curriculum	
Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 102 Introduction to Leadership	2
MS 102 L Leadership Lab	<u>0</u>
	14 to 17

Third Semester

University Core Curriculum & Dept/	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 201 Self/Team Development	2
MS 201L Self/Team Development Lab	<u>0</u>
	14 to 17

Fourth Semester

University Core Curriculum & Dept/	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 202 Ind/Team Military Tactics	2
MS 202 L Ind/Team Military Tactics Lab	<u>0</u>
	14 to 17

Summer Session: End of 2nd Year

MS 210: ROTC Camp Challenge	6 Hrs
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Fifth Semester

Department Requirements &	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 301 Leading Sm Organization I	3
MS 301L Leading Sm Organization I Lab	<u>0</u>
	15 to 18

Sixth Semester

Department Requirements &	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 302 Leading Sm Organization II	2
MS 302 L Leading Sm Organization II Lab	<u>0</u>
	15 to 18

Summer Session: End of 3rd Year

MS 210: ROTC Camp Challenge	6 Hrs
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Seventh Semester

Department Requirements &	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 401 Leadership Challenges & Goals	3
MS 401L Leadership Challenges & Goals Lab	<u>0</u>
	15 to 18

Eighth Semester

Department Requirements &	
Major Requirements (# hrs)	12 to 15
<u>Suggested Course</u>	
MS 402 Transition to Lieutenant	3
MS 302 L Transition to Lieutenant Lab	<u>0</u>
	15 to 18

STUDENT LIFE



SHAW UNIVERSITY: A LIVING/LEARNING COMMUNITY

THE JAMES E. CHEEK LEARNING RESOURCES CENTER

The James E. Cheek Learning Resources Center, built in 1969, houses the University radio station WSHA-FM and a book collection of over 126,000 volumes. The library has branches located in the Talbert O Shaw (TOS) Living/Learning Center, and the Shaw University Divinity School.

The James E. Cheek Learning Resources Center owns approximately 600 video titles, and has a collection of 127,000 units of serials microfiche. The Curriculum and Materials Center located in the TOS building houses over 6,800 volumes of professional, reference, text and general books. The Center also has a collection of over 500 non-book materials. The Shaw University Divinity School Library has a collection of 12,062 volumes on religion, ethics, and philosophy.

The James E. Cheek Learning Resources Center and its branches provide the latest in research technology. Included are the Internet, the World Wide Web, and academic research databases such as, JSTOR, SIRS, Searchbank, Literature Online, and Newsbank. The library recently became a subscriber to NC LIVE, the new statewide electronic information project spearheaded by the State Library of North Carolina. This project has been developed by the state to provide online research information by using libraries as gateways to remote resources. Through this project the James E. Cheek Learning Resources Center and its branches provide access to periodical databases such as EBSCO and UMI/Proquest and other resources

Special collections of the library include the John Wilson Fleming African American Collection and microfilm of excerpts from the Schomburg Center for Research in Black Culture. The library's two objectives are the provision of books, periodicals, and media material that support the academic program and the provision of general reading materials.

The Library exists specifically for the students' use and every student is encouraged to become acquainted with its holdings and procedures.

LIBRARY HOURS

Monday - Thursday	8:00 a.m. - 11:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	2:00 p.m. - 7:00 p.m.
Sunday	3:00 p.m. - 11:00 p.m.
Closed Holidays	

CURRICULUM & MATERIALS CENTER

Monday - Friday	8:00 a.m. - 5:00 p.m.
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Closed Weekends and Holidays

SHAW UNIVERSITY DIVINITY SCHOOL LIBRARY

Monday	Closed
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Tuesday - Friday	9:00 a.m. - 6:00 p.m.
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Saturday	8:00 a.m. - 5:00 p.m.
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Sunday	Closed
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Closed Holidays

RELIGIOUS LIFE

Shaw University is committed to its tradition as a Christian institution. It promotes interaction with all faiths and respects the diversity of religions among members of the Shaw family.

Under the leadership of the Dean of the Chapel, the University seeks to promote its motto: “Pro Christo et Humanitate” (For Christ and Humanity), offering its students the opportunity to grow spiritually and to develop the desire to serve mankind.

VESPERS services are conducted each Sunday evening in the University Chapel at 6:00 p.m. Vespers at Shaw is a program designed to expose participants to messages by outstanding community leaders. Attendance is mandatory for all freshmen and strongly encouraged for the entire University Community.

RESIDENCE LIFE

The residence halls afford all students the opportunity to interact with others from varied backgrounds and so to broaden their own experiences.

Students occupying the residence halls are expected to abide by all the regulations and policies established by the institution. Occupancy of spaces in the residence does not constitute ownership, but it carries with it respect for University property and respect for the rights of others.

All students must declare their housing preference as “on campus” or “off campus” at the beginning of the registration process. Official permission for residence in the dorms cannot be granted until registration is completed. Students who are temporarily assigned to rooms who do not complete registration within the prescribed time must vacate the facility, and will then be charged for the period of occupancy.

Shaw University housing staff consists of a Director, Residence Counselors, and Resident Assistants. The staff is under the direction of the Assistant Vice president for Student Affairs and is responsible for the design and implementation of a program of activities that enhances the personal growth of each resident. All rooms have telephone capabilities and are air-conditioned.

Security in Residence Halls

All doors in the residence halls are equipped with alarm systems for the safety and security of the occupants. Students are required to use the front door at all times. Any student who places the lives or safety of others in jeopardy by admitting unauthorized persons through any exit or by manipulating doors so that such persons may gain entrance will be dismissed from the University.

DISCIPLINARY POLICY*

Dismissal

The university reserves the right to dismiss any student who violates or disregards policies and regulations to the extent that the integrity of the institution is compromised. The University may suspend or exclude at any time any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable. The use, possession, distribution, and sale of narcotics and drugs in any form other than by proper prescription, as well as drug paraphernalia, are strictly prohibited on the campuses of Shaw University, on University-owned property, and at University-sponsored events. Students caught with drugs, alcohol, or firearms will be dismissed.

Suspension

A student may be suspended from the institution for a specified time when, in the judgement of its administrators, a violation occurs that is serious enough to warrant such suspension.

Probation

A student who violates policy or regulations may be placed on probation depending on the nature of the offense. Probation has stated time period. The student may be prohibited from participating in any social activity during the period specified. *See also the *Student Handbook*.

OFFICE OF CAREER DEVELOPMENT

The Office of Career Development (OCD), acting on its slogan, "Career Planning: Guarantee for a Successful Future," focuses on assisting students as they plan and develop their career direction. Students are encouraged to explore their options through the use of a variety of services, including career counseling, resume and cover letter critiques, and access to a library of publications on careers. The premier activities sponsored by this office are Career Day, Graduate School Day, the Career Development Task Force, Future Friday Workshops, and Evening Career Development Workshops. The OCD also organizes programs and events that educate students about job opportunities and graduate/professional schools. In addition to the career development focus, the office also provides information on current part-time, full-time, and professional job openings and internships.

COUNSELING CENTER

In keeping with University's mission, as well as with the mission of Student Affairs, the mission of the Counseling Center is to provide comprehensive and effective support services necessary for the Shaw student to complete his/her college education successfully, while acquiring maximum personal growth and development. In doing so, the Counseling Center is committed to assisting student development and personal growth through personal conferences; life skills training in self-awareness; self-actualization/self-empowerment; problem- solving skills; stress management; leadership skills; conflict resolution; and personal and vocational assessment. Activities on substance abuse education and prevention and HIV/AIDS/STD education and prevention are standard, initiated during Freshman Orientation and continued during each semester of the year. Group counseling/support groups in the areas of coping with loss, self-awareness and self-esteem, peer counselor training, and other areas are available on a small-group, class, and staff-development basis.

Upper-level students who have an interest in working with the Counseling Center are screened, interviewed, approved by the University, and trained as peer counselors/educators. These Student Development Counselors (SDCs) are assigned to small groups of freshmen in an effort to ensure their successful transition, adjustment, and performance. Tutoring, peer counseling, in the area of life skills, and peer education in the area of substance abuse and HIV/AIDS/STD prevention are the major responsibilities of the SDCs. They also extend their services to the University as requested, as well as to other students on campus and in the local community.

The BPI (Basic Personality Inventory) and the COPING Inventory are both administered by the Counseling Center for assistance with student growth and development and they are administered on a group or individual basis. The Tennessee Self Concept, and SDS (Self Directed Search), are also available. These instruments are for personal analysis that are used or administered on an individual basis.

A licensed psychologist is available on a referral basis by appointment for personal counseling beyond the scope of the expertise of the university's counselors.

STUDENT ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the official representative body for students in all matters related to the common welfare and general interest of the students enrolled at the University, with provisions stated in the constitution of the Student Government Association.

HONOR SOCIETIES

Alpha Chi. This is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those achieving such distinction. Its name derives from the initial letters of the Greek words Aletheia and Charakter, meaning Truth and Character. An honor society, as opposed to a recognition, Alpha Chi predicates its membership upon accomplishment rather than mere interest or participation. A general honor society as contrasted with a specialized one, it admits to membership students from all academic disciplines rather than a single area of study.

Alpha Epsilon Rho. This is the National Honorary Broadcasting Society for outstanding students in the broadcasting industry. Shaw University's chapter, established in the fall 1975, emphasizes superior scholarship and creative participation in broadcasting production and activity. In this way, Alpha Epsilon Rho helps to prepare its members for future roles as responsible broadcasters.

Alpha Kappa Mu Honor Society. The Alpha Omicron Chapter of Alpha Kappa Mu is located at Shaw University. This honor society has chapters in many outstanding colleges and universities. The purpose of the society is to promote high scholarship, to encourage sincere and zealous endeavor in all fields of knowledge and services, and to cultivate a higher order of scholarly work and endeavor in others.

Beta Kappa Chi Honor Society. A chapter of the national science honor society functions under the guidance of the Department of Natural and Physical Sciences. Membership is based upon scholastic achievement in the physical and natural sciences. .

NATIONAL GREEK LETTER FRATERNITIES AND SORORITIES

The University recognizes eight national groups which are a part of the National Pan-Hellenic Council: Alpha Phi Alpha Fraternity Inc., Kappa Alpha Psi Fraternity, Inc., Phi Beta Sigma, Inc., Omega Psi Phi Fraternity, Inc., Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta, Sorority, Inc., Sigma Gamma Rho Sorority, Inc., and Zeta Phi Beta Sorority, Inc. These organizations have been approved to function at the University with the understanding that the University has the right to suspend any or all of them for failing to comply with the University guidelines for these organizations. The advisors for the organizations must be those officially recognized as graduate advisors, and the University requires written verification. Faculty advisors, who serve with the Graduate Advisor, must be approved by the University. The Graduate Advisor, however, is the official contact person and the person with whom the University deals officially. The Assistant Vice President for Student Affairs and the Director of Greek Life have direct responsibility for matters related to fraternities and sororities.

The University respects the rights of these organizations with regard to membership selection as long as they adhere to the following minimum academic requirements established by the University:

- 1 students seeking membership must meet the 2.5 minimum cumulative grade point average;
- 2 students must have been enrolled at the university for two consecutive semesters prior to application for membership (Summer Session excluded);
- 3 students cannot apply for membership if on social conduct probation;
- 4 students must have no “Incompletes” (“I’s”) on their academic transcript; and
- 5 students must have completed vesper requirements.

The University does not allow any pledging or initiation activities on the part of these organizations. In addition, the University prohibits hazing of any type and will suspend any group not abiding by the rules and policies of the University.

The membership of these organizations must recognize and appreciate the privilege to function on the campus and be aware that all regulations governing student organizations apply, with the exception of those duly noted.

UNIVERSITY TRADITIONS

NEW STUDENTS ORIENTATION All freshmen and transfer students are required to participate in an Orientation Program designed to facilitate transition to college life. The Orientation Program is in two phases. Phase One is an initial program that brings new students, parents and/or guardians to the campus at scheduled intervals during the Summer. The students and parents will become acquainted with the University facilities and the Shaw culture. Phase Two is an extension of the initial orientation that requires class attendance throughout the year. Students are awarded one (1) hour credit for program completion.

UNIVERSITY CONVOCATION S The University conducts at least three assemblies during the school year. All members of the University community are expected to attend these formal gatherings.

- a. Fall Convocation recognizes the official opening of the academic year. The University President normally speaks at this occasion.
- b. Founder's Day Convocation celebrates the founding of the University.
- c. Honors Convocation recognizes and pays tribute to those persons who have excelled in curricular and extracurricular activities.
- d. Spring Convocation affords the University an opportunity to celebrate the second part of the school year.

HOMEcoming Homecoming is a festive occasion in which the entire campus becomes involved. It is a time when alumni of Shaw University return to the University to renew old acquaintances and enjoy the festivities of the week. Among the major attractions are the Crowning of Miss Shaw University, the Homecoming Concert, a parade, the traditional basketball game, and a fraternity and sorority "step show."

FOUNDER'S DAY Shaw University was founded in 1865. This founding is celebrated annually with a Founder's Day Convocation and Banquet. The speakers chosen for this occasion are person's who have made significant contributions to society.

CORONATION OF MISS SHAW The Coronation of Miss Shaw University is held during the first week of Homecoming and is characterized by an atmosphere of royalty, splendor, and campus unity. Representatives from campus organizations and offices of the Student Government Association participate in the event.

RELIGIOUS EMPHASIS WEEK Religious Emphasis Week is a period when the University emphasizes the importance of religion in the growth and development of the human personality. During this week, local clergy and lay persons are invited to campus to participate in interdenominational activities.

ATHLETIC BANQUET The Athletic Banquet is an affair that honors outstanding athletes at the University, and special tributes are made during the Spring Semester.

VESPERS Vespers at Shaw is a program designed to expose participants to messages by outstanding community leaders. Attendance is mandatory for all freshmen and strongly encouraged for the entire University Community.

SERVICE AWARDS Service Awards are presented to members of the campus community in a special program. This is done in appreciation of meritorious and outstanding service beyond the normal or expected call of duty.

SENIOR BANQUET Senior Banquet is an annual event for graduating seniors and is hosted by the President of the Senior Class. Graduating seniors and their parents/guardians and friends join the campus community in a special night of celebration, with expressions of appreciation from the seniors to all who have contributed to their success.

COMMENCEMENT EXERCISES Commencement Exercises are held at the close of Spring Semester. At this time degrees are conferred upon candidates who have satisfactorily completed all requirements. All persons receiving degrees are required to attend these ceremonies.

HEALTH SERVICES Assessment and treatment of minor illness and injury are provided for students on an outpatient basis Monday through Friday from 8:00 a.m. to 9:00 p.m. by qualified personnel in the Student Health Center. Referrals are given for specialized consultation off campus for students with other health problems. The Health Center is located on the first floor of the Men's Residence, which is easily accessible to both on- and off-campus students.

CAMPUS SECURITY/PUBLIC SAFETY The Department of Public Safety is primarily responsible for the maintenance of a collegial and orderly atmosphere on the campus and is concerned with the safety of the members of the Shaw family.

AUTOMOBILES AND CAMPUS PARKING Only on-campus residents are permitted to park in the parking areas adjacent to the Residence halls. Cars belonging to residents must be registered with the Office of Student Affairs and Public Safety. If the parking lots are full, visitors are not permitted to drive their vehicles on campus.

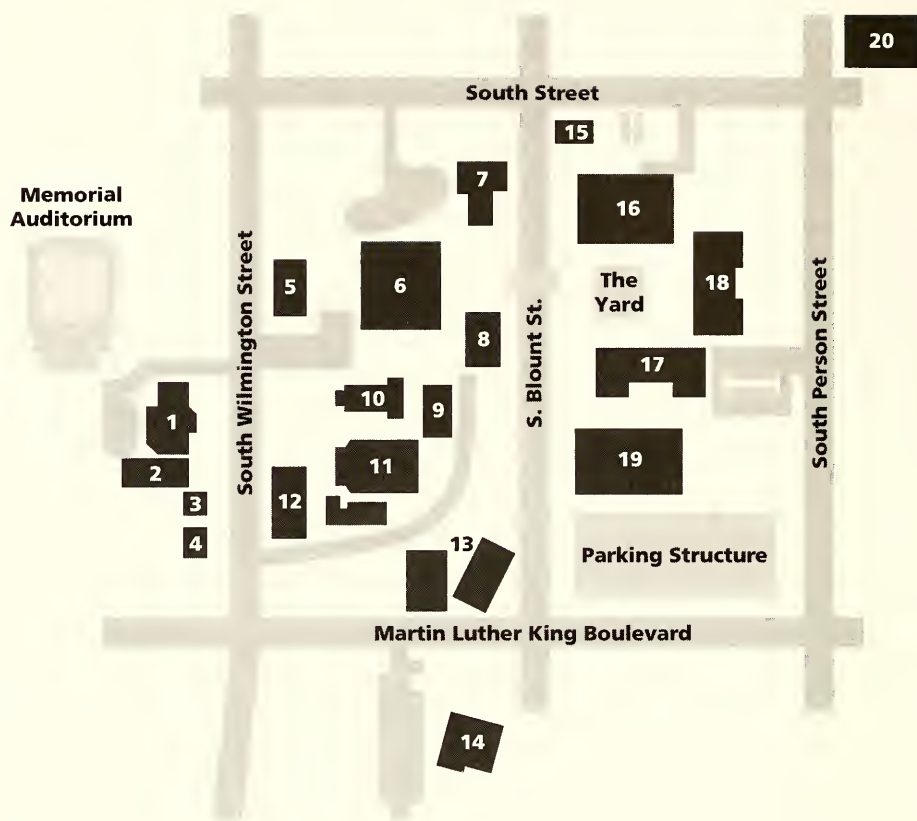
SHAW UNIVERSITY CODE OF CONDUCT The personal conduct of a University student is subject to the moral and legal restraints found in any law-abiding community. The code of conduct is a positive force outlining the responsibility of each member of the Shaw community to uphold the standards and policies of the University plus all other guidelines that pertain to good order and human decency.

The Shaw University Code of Conduct is as follows:

I count it an honor to have been accepted as a member of the Shaw University Family by virtue of my status as a student, employee, alumnus, supporter, or friend. I covenant, therefore, to conduct myself and my activities in such a way as to reflect credit upon myself, my faith community, my sponsor(s) but most especially upon my Alma Mater. Accordingly, I agree:

1. To hold in trust the traditions, practices, and laws that govern this historic University.
2. To respect all property, discouraging vandalism and thefts of any and all things that do not belong to me. Most especially, to respect myself, exhibiting the values, morals, discipline, and cultural matrix upon which Shaw University was founded.
3. To always be accountable for my personal, social and professional conduct.
4. To celebrate diversity. I recognize and therefore affirm the dignity and worth of others who live, work or study in this academic community.
5. To discourage any behavior within myself or among my peers that would jeopardize the integrity or the reputation of this University. I will accordingly report any and all violations to the appropriate authority.
6. To foster an open and caring environment.

CAMPUS MAP



- | | |
|---|--|
| 1. Tyler Hall | 12. Tupper Hall |
| 2. Leonard Hall | 13. Classrooms |
| 3. Practice Cottage | 14. International Studies Building |
| 4. Duplex Building | 15. Drama Building |
| 5. Roberts Science Hall | 16. Willie E. Gary Student Center |
| 6. James E. Cheek Learning Resources Center | 17. Men's Residence |
| 7. Estey Hall | 18. Women's Residence |
| 8. Administration Building | 19. Performing Arts Center* |
| 9. Faculty Offices | 20. Talbert O. Shaw Living/Learning Center |
| 10. Boyd Chapel | |
| 11. Gymnasium | |

**Proposed*

SHAW UNIVERSITY ACADEMIC DEPARTMENTS

DEPARTMENT OF ALLIED HEALTH PROFESSIONS

- Major in Adapted Physical Education and Kinesiotherapy
- Major in Recreation*
- Major in Speech Pathology and Audiology*

DEPARTMENT OF BUSINESS AND PUBLIC ADMINISTRATION

- Major in Business with concentrations in:
 - Accounting*
 - Business Management*
- Major in Public Administration*

DEPARTMENT OF CRIMINAL JUSTICE

- Major in Criminal Justice

DEPARTMENT OF EDUCATION

- Major in Education with specialty areas in:
 - Elementary Education
 - Special Education/Mentally Handicapped
 - Biology Education
 - English Education
 - Mathematics Education
 - Social Studies Education

DEPARTMENT OF HUMANITIES

- Major in English*
Minor in:
 - Arabic
 - French
 - Spanish
 - History
 - African-American Studies

DEPARTMENT OF INTERNATIONAL RELATIONS

- Major in International Relations*

DEPARTMENT OF MASS COMMUNICATION

- Major in Mass Communication

DEPARTMENT OF MATHEMATICAL SCIENCES

- Major in Mathematics*
- Major in Computer Science
 - Concentration in Computer Information Systems*

DEPARTMENT OF MULTIDISCIPLINARY STUDIES

- Major in Liberal Studies
- Major in Gerontology

DEPARTMENT OF NATURAL AND PHYSICAL SCIENCES

- Major in Biology*
- Major in Chemistry*
- Major in Environmental Science*
- Major in Physics

DEPARTMENT OF RELIGION AND PHILOSOPHY

- Major in Religion and Philosophy*

DEPARTMENT OF SOCIOLOGY AND PSYCHOLOGY

- Major in Sociology
- Major in Psychology

DEPARTMENT OF VISUAL AND PERFORMING ARTS

- Major in Visual and Performing Arts with concentrations in:
 - Music*
 - Theatre Arts*
- Minor in:
- Art

Number of Majors: 22

*Students may also take a minor in this discipline.

PERSONNEL

SHAW BOARD OF TRUSTEES

Dr. Joseph N. Bell, Jr.
Dr. Thomas J. Boyd
Dr. Priscilla A. Brodie
Dr. Shirley Caesar
Dr. Geneva B. Chavis
(Secretary)
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Dr. John Fuller
Attorney Willie E. Gary
(Chairman)
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Mr. William Pretty, Jr.
Dr. Leon C. Riddick
(Emeritus)
Ms. Janet Spry
Dr. Karen St. Clair
The Honorable Edolphus Towns
Gen. (Ret.) G. L. Turner
Attorney David Walker
Attorney Lorenzo Williams

OFFICE OF THE PRESIDENT

Talbert O. Shaw
President

Ernest L. Pickens
Executive Vice President

Dr. Joyce A. H. Keyes
Special Assistant to the President

Marilyn J. Fields
Administrative Assistant

Quincy Scott, Jr.
Dean of the Chapel

Rudolph Williams
Athletics Director

AREA OF ACADEMIC AFFAIRS

Collie Coleman
Vice President for Academic Affairs

Emeka Emekauwa
Assistant Vice President for
Academic Affairs and Director
of CAPE

Gene Page
Director of Records and
Registration

Eleanore Lipscomb-Warren
Assistant Director of Records
and Registration/VA Coordinator

Sheila Bourne
Director of the Learning
Resources Center

Vernise Loveless
Director of the Child
Development Associate Program

Willie Catherine High
Director of the Academic
Assessment and Achievement Center

AREA OF FISCAL AFFAIRS

Sama Mondeh
Vice President for Fiscal Affairs

Mack Sowell
Assistant Vice President for
Operations

Isaac Ogunsola
Comptroller

Bebe Tyson
Director of Financial Aid

Shirley H. Fennell
Bursar

AREA OF STUDENT AFFAIRS

Vaughan C. Witten
Vice President for
Student Affairs

Alfonza L. Carter
Assistant Vice President for
Student Affairs

Keith Smith
Director, Admissions and
Recruitment

Carol Gartrell
Director, University
Counseling Center

Carleton Goode
Director of Student Activities

Paul Vandergrift, III
Director, Office of Career
Development

David Howard
Director, Main Men's Residence

Ronald Bishop
Director, Men's Residence - TOSLLC

Ellen L. Pinckney
Director, Main Women's Residence

Agnes Baxter
Director, Women's Residence -
TOSLLC

George Debnam
University Physician

Carolyn Parks
Director, Health Center

AREA OF INSTITUTIONAL ADVANCEMENT

Helga Greenfield
Vice President for Institutional
Advancement

Reekitta Grimes
Director, Alumni Relations and
Planned Giving

Regina Boone
Director, Development and
Public Relations

FACULTY

DEPARTMENTS OF INSTRUCTION

Allied Health Professions

Barnhill, Nicole
(1996); MEd, East Carolina
University; Instructor of Physical
Education

Faulcon, Gaddis
(1998); PhD, North Carolina State
University; Assistant Professor of
Recreation and Kinesiotherapy

Isaacs, Gale
(1983); PhD, University of North
Carolina-Chapel Hill; Chair and
Associate Professor of Speech
Pathology and Audiology

Marriott, Timothy
(1997); MS, North Carolina Central
University; Instructor of Recreation

McCallum, James
(1986); MEd, University of
Georgia; Assistant Professor of
Audiology

Palmer, Joseph
(1988); M. Sport Science, United
States Sports Academy
Instructor of Adapted Physical
Education and Kinesiotherapy

Powe, Darryl
(1998); MS, University of North
Carolina at Chapel Hill;
Instructor of Speech Pathology

Sanders, Bobby
(1979); MS, North Carolina
Central University;
Instructor of Recreation

Business and Public Administration

Alaribe, Raymond O.
(1991); PhD, University of Texas
at Dallas; Assistant Professor of
Public Administration

Bugg, Bernard F.
(1988); MBA, Duke University;
Assistant Professor of Accounting

Ezirim, Daniel U.
(1989); MBA, Louisiana Tech
University; MS, Grambling State
University; Instructor of Accounting

Ford, Dianthia M.
(1990); MA, Northern Illinois
University; Instructor of Public
Administration

Graham, Oscar
(1984); MBA, University of
Wisconsin; Director of Wilmington
CAPE and Instructor of
Business Management

Kalu, Mma Aura
(1983); PhD, Virginia
Polytechnic Institute;
Department Chair and Associate
Professor of Public Administration

Onuorah, Nnamdi
(1985); MBA, Western Carolina
University; Director of Raleigh
CAPE and Instructor of Business
Management

Salley, Arlease G.
(1992); PhD, Howard University;
Assistant Professor of Business
Management

Shin, Do Yeong
(1984); MS, Colorado State
University; Assistant Professor of
Computer Information Systems

Williams, Gladwell M.
(1986); MBA, Campbell University;
Instructor of Business Management

Criminal Justice

Dawkins, Russell L.

(1996); PhD, University of Maryland; Assistant Professor of Criminal Justice

Richardson, Joseph

(1982); PhD, Cornell University; Department Chair and Associate Professor of Criminal Justice

Turner, Augusta

(1998); North Carolina Central University; Assistant Professor of Criminal Justice

Education

Bankhead, Chalmers

(1997); EdD, Nova Southeastern University; Director of Kannapolis CAPE and Assistant Professor of Education

Fapojuwu, Mercy

(1998); PhD, Colorado State University; Assistant Professor of Instructional Technology

Finch, Quentine

(1997); PhD, Ohio State University; Associate Professor of Education

Hubbard, Linda

(1997); PhD, Southern Illinois University at Carbondale; Department Chair and Associate Professor of Education

Jones, John R.

(1997); EdD, University of Missouri, Director of Ahoskie CAPE and Assistant Professor of Education

Leslie, Carl

(1998); Southern Illinois University at Carbondale; Assistant Professor of Education

Loveless, Vernise

(1978); EdD, Nova University; Assistant Professor of Education

McQueen, Anne F.

(1992); EdD, Highland University; Department Chair and Instructor of Education

Sesay, Allyson

(1996); PhD, University of Illinois; Associate Professor of Education

Swinson, Calvin

(1972); MS Military Science, Military Officers Advanced School; Director of Asheville CAPE and Instructor of Education

Humanities

Abbott, April

(1994); East Carolina University; Instructor of English

Allen, Francine

(1992); MA, University of North Carolina at Chapel Hill; Instructor of English

Blair, Lisa M.

(1993) PhD, Florida State University; Assistant Professor of French and Spanish

Brown, Anthony J.

(1996) MA, North Carolina A&T State University; Instructor of English

Chander, Harish

(1983); PhD., Miami University; Associate of Professor of English

Fullwood, Kendra

(1998); MA, University of Akron; Instructor of English

Jackson, Rachida

(1998); PhD; Université de Sorbonne; Assistant Professor of English

Johnson, Bruce C.
(1991); PhD, Northwestern
University; Assistant Professor of
English

Kamarah, Sheikh U.
(1988); PhD, University of
Wisconsin at Madison; Assistant
Professor of English

Kissileff, Beth
(1998); University of Pennsylvania;
Assistant Professor of English

Moody-Freeman, Julie
(1992); MA, University of Illinois
at Chicago; Instructor of English

Nwosu, Patricia
(1990); MA, North Carolina Central
University; Assistant Professor of
English

Talhami, Nicola Y.
(1989); MA, University of Illinois;
Assistant Professor of Arabic

Tita, Charles A.
(1993); PhD, Howard University;
Chair and Assistant Professor of
English

Weil, Eric A.
(1993); PhD, University of North
Carolina at Greensboro; Assistant
Professor of English

International Relations

Bagby, Ihsan
(1994); PhD, University of
Michigan; Chair and Associate
Professor of International Relations

Imade, Lucky Osagie
(1997); PhD, Clark Atlanta
University; Assistant Professor of
International Relations

Mass Communications

Emekauwa, Emeka E.
(1987) University of Wisconsin -
Madison; Associate Professor of
Mass Communications

Lowe, Evelyn
(1993), (1995); MA, University of
South Carolina; Instructor of Mass
Communications

Oyinade, Raphael B.
(1990); PhD, Howard University;
Assistant Professor of Mass
Communications

Vogt, Randall L.
(1993); PhD, University of
Wisconsin-Madison; Department
Chair and Assistant Professor of
Mass Communications

Mathematical Sciences

Childress, Conduff G., Jr.
(1992); PhD, University of South
Carolina; Assistant Professor of
Mathematics

Clayton, McLouis
(1966); PhD, North Carolina State
University; Professor of
Mathematics

Foroudastan, Hooshang
(1994); MA, Computer Science;
Assistant Professor Computer
Science

Gaillard, Julendia C.
(1997); MS, University of
Baltimore; Instructor of CIS/CSR

Gould, Lillian V.
(1965-72; 1978-79; 1988); EdD,
North Carolina State University;
Associate Professor of Mathematics

Johnson, Frederick Deon
(1988); MS, North Carolina State University; Instructor of Mathematics

Satagopan, Kunnavkkam P.
(1986); PhD, Tulane University; Department Chair and Associate Professor of Mathematics

Torain, David
(1996); Msc, Mathematics, North Carolina State University; Instructor of Mathematics

Ugwuoke, Simon
(1992); PhD, The University of Iowa; Assistant Professor of Mathematics

Multidisciplinary Studies

Hastings, Robert P.
(1979-1984, 1989); University of Oregon; Associate Professor of Liberal Studies

Jabs, Albert
(1985); EdD, University of South Carolina; Department Chair and Professor of Social Studies

Natural and Physical Sciences

Banks, Deogratias
(1995); PhD, North Carolina State University; Assistant Professor of Biology

Baskerville, Eugene
(1984); PhD, University of North Carolina at Chapel Hill; Associate Professor of Biology

Boyd, Lillie M.
(1990); PhD, Duke University Department Chair and Associate Professor of Biology

Crowe, III, Benjamin
(1998); PhD, Purdue University; Assistant Professor of Physics

Cummings, Lillian
(1984); PhD, Cornell University; Assistant Professor of Chemistry

Dadbin, Tony A.
(1997); MS, University of South Carolina; Assistant Professor of Physics

Ejire, Ademola L.
(1990); PhD, North Carolina State University; Assistant Professor of Biology

Highsmith, Maxine T.
(1988); PhD, North Carolina State University; Assistant Professor of Biology

Howard, Daniel
(1997); PhD, Vanderbilt University; Associate Professor of Environmental Science

Newell, John T.
(1979); PhD, Northwestern University; Associate Professor of Biology

Stevenson-Seib, Sheryl
(1993); MS, Bowling Green State University; Instructor of Biology

Religion and Philosophy

Broadway, Mikael
(1994); PhD, Duke University, Assistant Professor of Religion and Philosophy

Kirkley, James F.
(1993); PhD, Duke University, Assistant Professor of Religion and Ethics

Mundia, Wilberforce
(1996); ThD, Boston University, Assistant Professor of Religion and Philosophy

Pandelis, Joyce J.
(1993); PhD, DePaul University,
Assistant Professor of Philosophy
and Ethics

Thurston, William A.
(1994); PhD, Emory University,
Department Chair and Associate
Professor of Religion and
Philosophy

Sociology and Psychology

Al-Taie, Ali
(1989); PhD, University of Oklahoma;
Department Chair and Assistant
Professor of Social Science

Banks, William
(1975); MEd, North Carolina A&T
State University; Director of High
Point CAPE and Assistant Professor of
Sociology

George-Bowden, Regina
(1991); EdD, North Carolina State
University; Assistant Professor of
Sociology

Henning, Rita
(1983); PhD, George Peabody
College; Director of Rocky Mount/
Wilson CAPE and Assistant
Professor of Psychology

Russell, Laila S.
(1969); PhD, University of Wisconsin;
Professor of Statistics and Research

St. Clair, Karen
(1993); PhD, George Peabody
College; Assistant Professor of
Psychology

Witten, Vaughan C.
(1979); PhD, North Carolina State
University; Associate Professor of
Psychology

Wortham, Carol B.
(1990); PhD, Emory University;
Assistant Professor of Social Science

Young-Hall, Grover
(1993) MA, North Carolina Central
University; CAPE Director and
Instructor of Sociology

Visual and Performing Arts

Abbington, James
(1998); MM, University of Michigan;
Department Chair and Assistant
Professor

Brown, Charles
(1983); MA, North Carolina Central
University; Assistant Professor of
Music

Cornwell, Lonieta T.
(1984); SMM, Union Theological
Seminary; Instructor of Music

Hatcher, George E.
(1971) MA, University of North
Carolina at Greensboro; Assistant
Professor of Music

Hinton, Kenneth
(1997); MA, University of California
at Santa Barbara; Assistant Professor
of Theatre

Holley, Juanda LaJoyce
(1995); MA, North Carolina State
University, Instructor of Theatre

McMillian, Minnie
(1966); MFA, Catholic University of
America; Assistant Professor of Art

Military Science

Belmont, Dimitri, LTC
(1966); MA, Central Michigan
University; Professor of Military
Science

Porter, Parrence, CPT
(1997); BS; West Point;
Executive Officer/Assistant
Professor of Military Science

Drakeford, Thomas, CPT
(1997); BS; South Carolina State
University; Recruiting and
Operations Officer

James, Arthur, MSG
(1995); AA; Operations NCOIC

Dixon, Fontella, SSG
(1997); AS, Northern Virginia
Community College, Administrative
NCOIC

Mims, Craig, SGT
(1996); Supply Sergeant

Bullock, Janice C.
Administrative Assistant

New Additions

Adejokun, Olufolajimi
(1999); PhD, Howard University;
Assistant Professor of International
Relations

Hwang, Deok Hyun
(1999); PhD, Auburn University;
Assistant Professor of Computer
Science/Computer Information
Systems

Weeks, Sonia Cooper
(1999); MS, North Carolina State
University; Instructor of Chemistry

1998-1999 ACADEMIC CALENDAR

FALL SEMESTER 1998

August

3-6,10	Mon.,Tues.,Wed.,Thurs.,Mon.	Cape Registration
17	Monday	Faculty Report
17-18	Monday-Tuesday	Faculty/Staff Opening of School Conference
19	Wednesday	Residence Halls Open for New Students
19	Wednesday	Parents Orientation
9-22	Wednesday-Saturday	New Students Orientation Registration
22	Saturday	Residence Halls Open for Returning Students
23-26	Sun., Mon., Tues., Wed	Registration - Returning Students (See Registration Instructions)
26	Wednesday	Classes Begin
27-31	Thur., Fri., Sat., Sun., Mon.	Late Registration/Drop Add
31	Monday	Last Day to Add a Course

September

7	Monday	Labor Day Holiday
8	Tuesday	Classes Resume
15	Tuesday	Last Day to Drop A Course
18	Friday	Last Day to Withdraw from University And Receive a Partial Refund
24	Thursday	Fall Convocation
25	Friday	Last Day to Remove Incomplete

October

9	Friday	Mid-Semester Progress Reports Due
9	Friday	Last Day to Drop a Course Without a Grade
19-23	Monday-Friday	Academic Advisement
25-26	Sunday-Monday	Bessie Boyd-Holman Lecture Series on Ethics and Values
28-30	Wednesday-Friday	Registration for Spring Semester 1999

November

15-21	Sunday-Sunday	Homecoming Week
16-18	Monday-Wednesday	Application Period for May 1999
18	Wednesday	Coronation of Miss Shaw University
20-22	Friday-Sunday	Founder's Day/Homecoming Weekend
20	Friday	Founder's Day/Homecoming Convocation
26-29	Thursday-Sunday	Thanksgiving Holiday
30	Monday	Classes Resume

December

4	Friday	Last Day of Classes
5-11	Saturday-Friday	Final Examinations
11	Friday	Fall Semester Ends
12	Saturday	Residence/Dining Halls Closed

SPRING SEMESTER 1999

January

4-9	Monday-Saturday	CAPE Registration
9	Saturday	Residence Halls Open for New Students
10	Sunday	Residence Halls Open for Returning Students
10-12	Sunday-Tuesday	New Students Orientation/Registration For Returning Students (See Registration Instructions)
11	Monday	Faculty Development Workshop - (Morning Only)
13	Wednesday	Classes Begin
13	Wednesday	Late Registration Begins/Drop Add
13	Wednesday	Martin Luther King, Jr. Commemorative Service
18	Monday	Martin Luther King, Jr. Holiday
25	Monday	Last Day to Add Class End Late Registration

February

5	Friday	Last Day to Drop Classes Without a Grade
9	Tuesday	Last Day to Withdraw from University and Receive Partial Refund
7-10	Sunday-Wednesday	Religious Emphasis Week

March

7-14	Sunday-Sunday	Spring Break
15	Monday	Classes Resume
16	Tuesday	Last Day to Remove Fall Semester Incompletes
16	Tuesday	Mid-Semester Progress Reports Due Academic Advisement Registration for Fall Semester 1999

April

9-12	Friday-Monday	Easter Break
13	Tuesday	Classes Resume Registration for Fall Semester Application Period for December 1999 Graduation
20	Tuesday	University Awards Day
26	Monday	Begin Final Exams for Prospective Graduates
30	Friday	Last Day of Classes
30	Friday	Last Day of Final Exams for Prospective Graduates

May

1	Saturday	Final Examinations
2	Sunday	Senior Appreciation Day
7	Friday	End of Semester
7	Friday	Baccalaureate
8	Saturday	Commencement
9	Sunday	Residence and Dining Halls Closed

SUMMER SESSION 1999

May

24	Monday	Memorial Day Holiday
25	Tuesday	Registration
26	Wednesday	Classes Begin
27	Thursday	Begin Late Registration

June

1	Tuesday	End Late Registration
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July

4	Sunday	Independence Day Holiday
5	Monday	Independence Day Observance
7	Wednesday	Last Day of Classes
8-9	Thursday-Friday	Final Exams
10	Saturday	Summer Term Ends
11	Sunday	Residence and Dining Halls Closed

STRIDES TO EXCELLENCE: WHY NOT THE BEST?



Shaw University
118 East South Street
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(919) 546-8200
Fax (919) 546-8301



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UNIVERSITATIS